SELECTIONS

FROM

IMPORTANT ORDERS

IN

THE EDUCATIONAL DEPARTMENT

DURING THE YEAR

1872-73.

Reprinted for the use of District School Committees.

CALCUTTA:
PRINTED AT THE BENGAL SECRETARIAT PRESS.
1873.

INDEX.

	Page.
ACCOUNTS—To be made up quarterly	4
Instructions regarding the keeping of—	4
APPOINTMENTS—Rules for the nomination and appointment of masters of Government schools	5
Rules for—of Deputy Inspectors and Sub-Inspectors ...	60
BOAT ALLOWANCE for Sub-Inspectors	44
CIRCLES, EDUCATIONAL—Re-arrangement of—	2
COLLEGES, SECOND GRADE—To be settled under whose supervison to be ...	5
COLLEGES, B. A.—To be independent of District Committees	5
COMMITTEES may be established	14
District—may advise the Magistrate	14
Rules for the guidance of District Committees	53
To report to Government for approval when they wish to alter a salary of Rs. 50 or upwards	60
DEPUTY INSPECTORS.—One Deputy Inspector to be attached to each district, except the districts of Assam	2
Special arrangements to be made for the Sonthal Pergunnahs, the Chittagong Hill Tracts, Singhbhoom, and other wild tracts	2
Principal—For sudder stations; subordinate—for subdivisions	3
Placed under the Magistrate and Collector	3
Sub-Deputy Inspectors to be appointed on Rs. 30 and 40 per mensem	3
Rule for submission of inspection reports	5
His position defined	6
Distribution and pay of—	43
Rules for appointment of—	60
DIRECTOR OF PUBLIC INSTRUCTION—His future position and powers ...	6-7
GRANTS-IN-AID—Inspecting officer to see that conditions of—are fulfilled ...	4
To be paid quarterly	4
Allotments to be made for each district	4
To be controlled by District Committees	4
GRANTS—For primary education and its distribution	8
For primary schools, terms on which to be given, and amount of grant	9-11
For primary schools—lists of—	16-17
The District Magistrate empowered to assign a patshala grant, &c., to a rural post-master, a pound-keeper, &c.	52
GRANT-IN-AID RULES—Lieutenant-Governor's minute	61
Letter to the Government of India on the— ...	64
For Colleges and Schools	66
INSPECTOR—His position and duties defined	5-6
A separate—for Orissa refused	2
JUDGES—Invited to serve on committees	3
KHASI HILLS—To remain in the Eastern Circle	2
LANGUAGE—To be used in primary education	9
MUKTABS—Grants to be given to—	10

	Page.
PRIMARY EDUCATION—Grant for—	8
Mr. Harrison's scheme for promoting—	41
Latitude allowed to district officers in adopting plans	41-51
PRIMARY SCHOOLS—Mode of procedure in founding—	12-14
REPORTS—Rules for submission and disposal of Deputy-Inspectors' inspection reports	5
REPORTS—Rules for submission of Inspectors' annual reports	6
RESOLUTION—For bringing eductional circles *en rapport* with civil districts and sub-divisions	2
RESOLUTION—On primary education	7
On scholarships	26
On (1) the study of the vernacular	77
On (2) ditto ditto English	
On (3) encouragement of Mahomedan education	
On (4) increase of vernacular school books	
RETURNS—Instructions regarding schools	4
To be made quarterly	4
SALARIES—Schoolmasters may be paid monthly	5
SCHOLARSHIPS—Primary scholarship rules	28
Minor and vernacular scholarship rules	30
Junior scholarship rules	33
Senior scholarship rules	36
SCHOOLS may be made over to Municipal Commissioners on certain conditions	4
SCHOOL COMMITTEES to be formed for each district	3
Constitution of—	3
Commissioner to exercise general supervision over, and preside at meetings of—	3
Magistrate and Collector to be Vice-President of— ...	3
Inspector to be ex-officio member of—	3
Head-master of Government school or other officer to be Secretary of—	4
Clerk of—to be allowed	4
Sub-divisional—may be formed	4
Powers over Government and aided schools respectively	4
SCHOOLS—Higher and middle class—may be left in the hands of the Circle Inspector with his present powers	5
SCHOOLS—Training or Normal—to be under Magistrate	5
Collegiate—to be settled under whose supervision to be	5
High—to be settled under whose supervision to be	5
SUB-INSPECTORS—Rules for appointment of—	60
Distribution and pay of—	43
TEACHERS for primary schools how to be trained	10
TRAVELLING ALLOWANCE of Deputy-Inspectors and Sub-Inspectors ...	44

SELECTIONS

FROM

IMPORTANT ORDERS

IN

THE EDUCATIONAL DEPARTMENT

During the Year 1872-73.

Dated Hazareebaugh, the 30th September 1872.

RESOLUTION—By the Government of Bengal in the General (Education) Department.

READ—

Minute by His Honor dated the 19th September 1871, calling for opinions in regard to the means by which local officers and those of the Educational Department may be brought into *rapport*, with a view to the promotion of the interests of public education, and particularly to the re-arrangement of educational circles of inspection, so as to correspond with divisions and districts of the civil administration.

Read—

Letter No. 2111, dated the 19th July 1871, to the Director of Public Instruction, on the subject of the want of interest exhibited by local officers in the improvement of the schools placed in charge of them.

Read—

Director of Public Instruction's No. 709, dated 14th February 1872, in reply to the above.

Read—

Replies to the above from Director of Public Instruction, No. 710, dated 15th February 1872.

Commr. of Rajshahye,	No. 282,	dated 22nd November 1871.
„ of Orissa,	„ 726,	dated 9th December 1871.
„ of Assam,	„ 3,	dated 3rd January 1872.
„ of Chittagong,	„ 465,	dated 4th „ „
„ of Bhaugulpore,	„ 405,	dated 10th „ „
„ of Chota-Nagpore,	„ 185,	dated 15th February „
„ of Burdwan,	„ 6,	dated 2nd March „
„ of Dacca,	„ 729,	dated 14th „ „
„ of Patna,	„ 91,	dated 15th „ „
„ of Cooch Behar,	„ 751,	dated 17th April „
„ of Presidency Division,	No. 4JE,	dated 19th April 1872.

Read—

Letter No. 3769, dated 18th December 1871, to the Director of Public Instruction, in regard to the appointment of schoolmasters by local committees.

1. The Director of Public Instruction was requested, in the minute of 19th September, to submit a scheme by which one or two Commissioners' divisions, and no more, might be placed under one Inspector of Schools, and the circles of Deputy Inspectors might be made to correspond exactly with civil districts and sub-divisions. The Director and Commissioners of divisions were at the same time asked to submit to the Lieutenant-Governor their views as to the best mode by which the local educational officers might be brought into closer connection with the officers of the general administration, and might receive their support and assistance to the utmost extent possible.

2. With reference to the first point, the Director of Public Instruction has submitted a scheme for the re-arrangement of the Inspectors' circles, which would entail an increase of inspecting agency by the appointment of a separate Inspector for Orissa. The proposal cannot be entertained; and, taking into consideration the possibility of changes being made in the composition of the various divisions, the Lieutenant-Governor considers that Orissa may be united with the Burdwan Division in one circle of inspection, for the present at least. Similarly, the arrangement by which the Chota-Nagpore Division is, as a special arrangement, placed under the Inspector of the Presidency Circle, may be continued for the present.

3. His Honor has, therefore, been pleased to make the following re-arrangement of the educational circles:—

Educational Circle.	Administrative Division.	Inspector.	Head-quarter.
Western Circle to coincide with	Burdwan and Orissa ..	Mr. R. L. Martin	Hooghly.
Presidency Circle ditto ...	Presidency and Chota Nagpore ..	„ Woodrow	Calcutta.
Rajshahye Circle ditto .	Rajshahye	Babu Bhoodev Mookerjee	Berhampore.
East Bengal Circle ditto ...	Dacca and Chittagong	Mr. C. B. Clarke ..	Dacca.
Behar Circle ditto ...	Patna and Bhaugulpore	Dr. Fallon... .	Patna.
Assam Circle ditto .	Assam and Cooch Behar	Mr. G. Bellett	Gowhatty.

As a special arrangement, the Khasi Hills will remain under Mr. Clarke, the Inspector of the Eastern Circle, for the present.

4. One Deputy Inspector is to be attached to each district, except the districts of Assam, including Goalparah and the Garo and Khasi Hills, where the existing arrangement will be allowed to continue for the present. Special arrangements will also be made for the Sonthal Pergunnahs (where sub-divisions have hitherto been called districts, and mission schools predominate), for the Chittagong Hill Tracts, for Singbhoom, and for any other wild and peculiarly situated districts. When it is found necessary to attach more than one Deputy Inspector to

any district, one is to be the principal Deputy Inspector for the whole district, with head-quarters at the sudder station, and the others are to be subordinate. The subordinate Deputy Inspectors will be posted to sub-divisions when this can be done conveniently. But it will probably be convenient to substitute for some of the present Deputy Inspectors a class of Sub-Deputy Inspectors, such as now exist in Behar, men on Rs. 30 or 40 per mensem, to circulate among and inspect the patshalas.

The Director of Public Instruction will be requested to submit, with the least possible delay, a statement showing where he would propose to post each Deputy Inspector with reference to the orders contained above.

5. The great object of the Government now is to extend primary education among the masses of the people. The Lieutenant-Governor hopes that under arrangements now in progress, if the Municipal Bill becomes law, many villages will establish primary schools aided by Government funds; and he is prepared to take advantage of the present favorable state of the Bengal finances to make a considerable additional allotment for that purpose in addition to the new grant provided for in the budget of the present year. It seems to His Honor that this scheme can only be carried out by the influence and aid of the district authorities, and that this, the most important branch of education, must of necessity be placed under their superintendence.

Moreover, under the altered conditions in regard to grants-in-aid for middle and higher schools, since such grants must be limited to a fixed total in each district, and are to be given with reference to many local considerations in each case, the Lieutenant-Governor thinks that the district authorities should have a large voice in the matter, and that they should be assisted by district committees composed of the most qualified persons of various classes, and representing various interests. After a careful consideration, then, of all the opinions given by both administrative and educational officers on the second point raised in the minute of the 19th September, the Lieutenant-Governor has decided upon localising the educational control and establishing district school committees constituted in the following manner.

6. The Deputy Inspectors of each district will be placed under the authority of the Magistrate and Collector. In each district the present local committee will form the nucleus of a district school committee, and the Commissioner of the division will be invited to submit names of suitable residents in all parts of the district to add to it. The Lieutenant-Governor is aware that in many districts judicial officers have given very valuable help on school committees, and he hopes they will continue to serve on the committees now to be appointed. The Commissioner will exercise a general supervision and control over the committees, and, if present, will preside at the meetings of the committee. The Magistrate and Collector will be Vice-President, and take the chair when the Commissioner is not present. He will be authorized to delegate this duty to any other member acceptable to the committee generally when he is not present himself. The Inspector of the circle will be *ex officio* a member of all committees. The Vice-President will be the active head of the committee, and will carry on

the duties through the Deputy Inspectors and the Secretary, subject to the resolutions of the committee. The head master of the Government school, or other educational officer selected, will be secretary to the committee. A clerk, if necessary, may be allowed. The Deputy or Sub-Deputy Inspectors of sub-divisions will be placed under the sub-divisional officers. Hereafter a sub-divisional educational sub-committee may be constituted to manage educational affairs in any sub-division where there are many schools of a superior class. Such sub-committee will be subordinate to the district committee, and will be presided over by the sub-divisional officer.

7. All ordinary Government schools will be under the management and supervision of the committee. The Government will allot a certain sum for grants-in-aid to each district, distinguishing the allotment for middle and higher education and that for primary education. Grants for aided schools of the former class will be made on the recommendation of the committee, the opinion of the Inspector being required in each case; while the sums devoted to primary education will be allotted by the Magistrate and Collector with the advice of the committee. It is to be understood, however, in regard to the higher and middle schools classed as *aided*, that the district committees, having assigned the grants, will not have authority to interfere with the local committees or other managers of these schools. The inspecting officer will, as now, see that the conditions of the grants are complied with, but, subject to these conditions, it is the wish of the Government to leave the local management of aided schools as unfettered as possible. All questions of making new grants-in-aid and of renewing or revising old grants will be considered by the district committees on the report of the Inspector.

8. All school accounts and returns will in the first instance be sent by the local manager or the schoolmaster to the Deputy Inspector, who, acting under the orders of the Magistrate, will pass them on with such remarks as may be called for. In the case of patshalas and other primary schools, the Deputy Inspector, under the orders of the Magistrate, will check and pass the accounts. Quarterly abstract statements of the accounts of primary schools will be forwarded to the Inspector in such form as may be prescribed. The accounts and returns for all Government or aided, higher, normal, and middle class schools will be sent on by the Deputy Inspector to the Circle Inspector for check and audit, and for these schools the Circle Inspector will, as heretofore, be responsible that the accounts are regular, and that the rules entitling the schools to the moneys drawn have been complied with. In cases where Municipal Commissioners contribute to any school in their town a sum equal to or larger than the Government grant, and are willing to take charge of such school, the entire supervision of such school and its accounts may be made over to the Commissioners, who will enjoy the quarterly grant payable for the school on condition of its being kept efficient and of its being open to inspection. The Director of Public Instruction will be requested to draw up a scheme whereby quarterly accounts, payments, and returns may be substituted for monthly accounts in the case of all aided and primary schools and of net grants to zillah schools. To prevent hardship to

schoolmasters, the payment of their salaries might be made, subject to certain safeguards, monthly, if the local committee think it desirable to do so.

9. In all districts of the Bengal province where aided schools of the higher and middle classes abound, the inspection and control of any or all such schools may, with the Commissioner's consent, be left in the hands of the Circle Inspector, as at present. In the districts where this arrangement is adopted, the Inspector will receive accounts and returns from these schools direct, and will exercise his present powers in regard to them. All such arrangements are to be reported for the approval of Government. The training or normal schools will be under the Magistrate, acting with the advice of the committee. Separate orders will be passed in each case as to whether collegiate schools, high schools, and second grade colleges are to be under the supervision of the committee or under the educational authorities direct. All colleges educating up to the B.A. standard will be independent of the district committees, except that their remarks and recommendations will always receive the attention of Government.

10. The Inspector, under the general control of the Director, will nominate for all appointments to masterships in Government schools on salaries of Rs. 50 a month and less than Rs. 200. The nomination will be subject to the approval of the committee, who will appoint if they approve it. Should the Inspector be unable to make any nomination satisfactory to the committee, the matter will be referred to Government through the Director. The Magistrate will appoint to masterships in Government training and primary schools on salaries of less than Rs. 50 a month, notifying such appointments to the district committee; the district committee will appoint to masterships on salaries under Rs. 50 a month in all other Government schools; the Inspector will, in case of reference from the Magistrate or committee, advise them in making such nomination, and will in all cases test the fitness of the masters. For all appointments of Rs. 200 and upwards, recommendations are to be submitted to Government, by whom the appointment will be made and gazetted. The Director will recommend fit persons after obtaining the opinions of the committee regarding the person or persons proposed.

11. The Deputy Inspector will submit his inspection reports to the Vice-President of the committee. The Vice-President will forward them without delay to the Inspector with any remark he may wish to add.

12. The Lieutenant-Governor proposes that in the Education Department the Inspector should occupy towards the local authorities much the same position that Government Inspectors of Education, Police, and other departments occupy in England. He will be the agent of the Government, to whom the Government will look to see that the local authorities fulfil the conditions on which grants are made to them; that the schoolmasters are efficient; that schools are well managed; that pupils are well taught; that the accounts are reliable and correct; that instruction is conducted in accordance with the general rules laid down; and that scholarships and rewards are fairly

given. Separate instructions will be given regarding scholarships on receipt of reply to a reference which has been made to the Director.

13. The Deputy Inspectors will be personally responsible for the correctness and completeness of the inspection reports and accounts submitted by them, and will, in respect of these latter duties, while acting under the Magistrate's orders, be still strictly supervised by the Inspector. They will also be subject to the Inspector's instructions in regard to such schools as the Commissioner may have placed under direct departmental control, and will ordinarily accompany them on their tours and at all times render them every information and assistance.

14. The Inspector will render the Commissioner every advice and information in educational matters, and will comply with his wishes in regard to the time and manner of performing his duties as much as possible; but he will be, as above explained, an independent officer. It will be his duty to audit and pass, subject to the exceptions made in paragraph 8 of this resolution, all accounts as he now does. He will take every opportunity to test and ascertain the qualifications and conduct of the masters, whether nominated by the Education Department or by the committee; and all masters nominated by the committee will be specially reported on by him the first time he visits the school.

15. The Inspector will record his own observations as he visits each school. He will bring to the notice of the local committees matters within their cognizance; he will refer more important matters to the Commissioner, and he will report to the Government, through the Director, very important matters, and all matters in which, in his opinion, the committee fail to comply with rules and conditions fairly brought to their notice. Once a year he will report on the whole educational management within his circle.

16. The forms of returns and tables will be prescribed by the Director under the instructions of Government, so that the Commissioner and Inspector may have the same set of returns for their annual reports It will be desirable that the Commissioner and Inspector should make their annual reports in communication with one another, so that their different views of the same subjects may be compared, and, if possible, reconciled; or if not, the difference of view should be clearly stated. It will probably be best that the committees should submit their annual returns and report to the Commissioner, sending a duplicate to the Inspector, and that the Inspector's reports should be submitted to Government through the Commissioner and the Director, with the Commissioner's remarks and the Director's summary and review.

17. The effect of these changes will be to make it less possible for the Director to exercise a direct control over local operations, that having been transferred to the civil officers. The Director will have certain powers, to be more minutely detailed in separate orders, but will be brought into closer relations with Government as the medium of communication between the local and inspecting authorities and the Government, the adviser of the Government in educational matters, the condenser and compiler of statistical information, and the organ of the views of Government. In this respect the change in his position

will be similar to that lately made in regard to the Inspector-General of Police. He will communicate directly with the Secretary to Government in the General Department without formal official correspondence, and accommodation will be found for him and his establishment in the office of the Bengal Secretariat, of which his office will be in fact a branch.

18. More particular instructions regarding the management of primary schools are contained in a separate resolution of to-day's date, whereby a grant of four lakhs of rupees is made for extending pat-shalas or primary schools.

No. 3521A1.

COPY forwarded to the Director of Public Instruction, who is requested to submit as soon as possible the statement called for in the last clause of paragraph 4.

No. 3521A2.

COPY forwarded to each Inspector of Schools.

No. 3521A3.

COPY forwarded to all Commissioners of divisions and to all Magistrates and Deputy Commissioners of districts. The Commissioners are requested to submit the names of gentlemen fitted and willing to serve on district educational committees, and to select or approve the selection of an educational officer for the secretaryship of each committee.

By order of the Lieutenant-Governor of Bengal,

C. BERNARD,

Offg. Secy. to the Govt. of Bengal.

HAZAREEBAUGH,

The 30th September 1872.

Dated Hazareebaugh, the 30th September 1872.

RESOLUTION—By the Government of Bengal, General (Education) Department.

THE management of the provincial finances during the past year has resulted in a considerable saving, and it is hoped that there will be a saving in the present year also. The Lieutenant-Governor wishes to take the opportunity to make a real and substantial attempt to establish a good system of primary education of the simplest character in these great provinces.

A resolution of this date places under local officers the grants for education, and especially for primary education. The Lieutenant-Governor proposes at once to put at the disposal of the Magistrates of districts the means of assisting and promoting indigenous education of this primary character. He is accordingly pleased to assign to the various divisions and districts, according to the distribution list hereto

annexed, sums to the amount of Rs. 4,00,000, to be used in developing primary education in addition to the other grants already made for the same purpose, and to be spent between this time and the end of the financial year 1873-74. The money is assigned to districts in the proportions in which the Lieutenant-Governor thinks it might best be given, but he will be happy to consider any proposal of Commissioners for a more advantageous distribution. The assignment has been made with reference to the population and the amount of Government money already spent on vernacular education in each district.

2. A statement annexed shows the number of Government or aided primary vernacular schools now existing in each district, also the schools recently sanctioned by orders of 31st July and the approximate number which it is now hoped to establish.

3. It may be hoped that the grants already in the budget for 1872-73 will be repeated in 1873-74, while the grant now made is to be brought into operation gradually, and spread over the remainder of the present year and the whole of 1873-74. Of this grant, sums not exceeding on the whole one lakh may be spent in the present financial year if it is possible to establish the schools in time. Three lakhs are taken as the annual expenditure for 1873-74, the calculation being that at an average of Rs. 40 to 50 per school, that sum will suffice to establish 6,000 to 7,000 schools.

4. The Lieutenant-Governor hopes that economies and savings now effected will place the provincial finances of Bengal in a position to bear such burdens for some time to come. He also hopes that by the end of 1873-74 the new municipal system will be so far established that a considerable portion of the burden now assumed by Government may be taken over by the Municipalities of considerable and prosperous villages, and that Town Municipalities will be able to support or render self-supporting some of the schools of a higher class which now absorb a large share of the educational grant. In this way Government money, in addition to that already saved, will be made available for poorer and more backward places.

The establishment of local road funds may be expected to set free some of the money hitherto devoted to material improvement; and however desirable buildings and other public works may be, the improvement of the humbler classes of the people by making them intelligent human beings is an object to which even some material improvements may, if it is absolutely necessary, be postponed. The Lieutenant-Governor has in some sort pledged himself not to attempt fresh taxation if he can help it for some time to come. But his hope is that if, by a careful use of the money now in hand, by continual economy of administration, and by such re-adjustments as are possible, he can secure the maintenance for some years of the schools now to be established, the means of further continuing them will, by the blessing of Providence, be somehow or other forthcoming in the hands of those who may succeed him. He feels himself justified then in attempting a beginning of a work of which even a successful beginning would be a great achievement.

5 The Lieutenant-Governor's wish is that the money now granted should be used to encourage and develop in rural villages proper indigenous education, that is, reading, writing, arithmetic, in the real indigenous language and character of each province. He would not, as a rule, think it necessary to employ highly trained masters on considerable salaries. He would rather give money as a grant-in-aid to men of the purely indigenous schoolmaster class, provided each keeps up in a place where it is required, and among a population of cultivators and laborers, a school efficient according to native standards, and submits it to inspection and examination. Perhaps for such purposes an allowance of Rs. 2 or 3 per mensem will in many cases suffice, more especially in places where the village or landlord or other party interested is willing to make up the remainder of the ordinary Rs. 5 patshala grant. Recently the Lieutenant-Governor has sanctioned four Rs. 2½ patshala grants in Tipperah on the application of a zemindar, who has agreed to give the other Rs. 2½ for each school himself. It is hoped that in all wards' estates the Court of Wards will be able to double any share of the present grant that may be allotted for schools in these estates. Where no such aid is available, and where the people are poor and backward, a larger Government grant may be given; but no grant to a village school is to exceed Rs. 5 per mensem. With such a basis, and some receipts from fees or gratuities, a village school will be established. Those places should be selected where the need is greatest, and where the people are ready to help themselves to some extent; places already provided for being left to themselves for the present, or only assisted in a moderate degree on condition of inspection and improved methods. In places where, though immediate assistance is not available, a municipal organization may be shortly expected, the maximum of Rs. 5 per mensem may be given, provided the leading men promise, as far as they can, to contribute a share when a municipality is constituted. But of all things must be avoided a grant which may be used to turn out clerks and attorneys; education of that kind is separately provided for.

6. The only languages to be taught in patshalas should be Bengalee, Hindee, Assamese, and Ooryah, in their respective provinces, and the aboriginal languages in some of the districts where there is a large aboriginal population using their own languages, as the Koles of Chota Nagpore, the Sonthals of the Sonthal Pergunnahs, the Khasias of the Khasi Hills, the Khamtees, Cacharees, and others in Assam, and the Lepchas of Darjeeling The Bengalee, Ooryah, and Assamese characters are well defined. Most of the aborigines having no character of their own, have been, and with advantage may still be, instructed in the Roman character As respects Hindee, the written or Kaithee character only differs from the Nagree as the English written character differs from the printed character; and though the prejudices of the people are no doubt much in favor of the written character which they use, still, seeing how simple and easily learned is the Nagree character to those who know the Kaithee, and considering that all the printed books are in the Nagree character, the Lieutenant-Governor thinks that the schoolmasters should be required to learn, and that the boys should be taught, the latter character, as well as

practised assiduously in the written character. In fact, arithmetic and writing are the main subjects in which the people desire instruction, and many books will not be used; those that are used will be of the simplest and cheapest description.

7. Where Mahomedans preponderate in the population, the Lieutenant-Governor will not object to the grant to their *muktabs* of aid similar to that given to the patshalas or common village schools, provided a useful primary education is really given. But the impression the Lieutenant-Governor has derived from all he has seen of many indigenous patshalas in such districts is, that the lower classes of the Mahomedans resort much more freely to the common vernacular schools than their higher classes do to the English schools; and he considers that it is better for all parties that they should continue to do so. It is only necessary to take care that in Mahomedan districts (and a large proportion of Bengal districts are more Mahomedan than Hindu) a fair share of the schoolmasters' places in the common schools is given to Mahomedans, so that people of that persuasion may have no ground for feeling themselves at a disadvantage. The provision of higher education for Mahomedans has separately engaged the attention of Government, and these remarks do not touch that subject.

8. Newly appointed teachers of village schools, whether gurus or Mahomedans, should be attached for some months to training classes at the district or sub-divisional head-quarters, either before they set up their schools or at the next rice-sowing season, or at such convenient opportunities as may offer themselves. Village schoolmasters when under instruction at training classes will be allowed to draw the Government grant just as if they were present with their school. It will be in the discretion of the Magistrate to decide which of the newly appointed masters should attend training classes at once, and which should come into the training classes at some future time; ordinarily, he would test the capacity of each candidate for a schoolmastership through the Deputy Inspector. Any portion of the present grant which cannot be properly spent on patshalas may, with the sanction of the Magistrate and the district committee, be expended on the establishment of one or more training classes for village teachers at the zillah school; in some very large districts it may be necessary also to open training schools at the head-quarters of one or more sub-divisions. Where normal schools already exist, they will be utilized for instruction of the new training classes. Eventually funds will be provided for these training classes by savings from and reorganization of the present normal schools, many or most of which have been turned aside from their proper object of providing teachers for the lowest grade of primary schools.

9. The Lieutenant-Governor is fully aware that to people who see only the expensive Government and aided schools in Bengal towns, or to those who know the Government village schools of some other parts of India, it may seem a sanguine view to hope that any system of rural education can be successfully based upon Government monthly grants of only Rs. 5, 4, and 3 per mensem to each school. He is aware that in Western and Central India the Government wages of village schoolmasters range from Rs. 8 to Rs. 25 a month, while in Northern

India there are, it is believed, few village schoolmasters who draw less than Rs. 8 a month from Government. But Mr. Campbell believes that in most districts of Bengal, Behar, and Orissa, though unhappily too rare in so great populations, there are still scores, if not hundreds, of petty village schoolmasters who keep village schools of 15 to 30 boys and girls, and who maintain themselves and their families from the fees in money or in kind which the parents may be able to afford If a boy's father is well to do, he gives the guru two, three, or four annas a month; if he is poor, he gives one anna or a couple of seers of rice a month. Boys of very poor parents, or orphans, are often taught by the guru without any fee. This is the kind of educational agency Government finds ready to its hand in Bengal villages; these are the schools which ordinary villagers are accustomed to and for which they have a regard. One of these gurus would certainly find his position immensely improved by a Government or municipal grant of Rs. 30, 40, or 50 a year.

10. In illustration of the kind of schools which are wanted, of the class of teachers who should be engaged, and of the subjects which should be taught under the patshala system, copies of a report from Mr. C. B. Clarke upon primary education in Mymensing, also extracts from reports by Mr. A. Abercrombie, Mr T. E. Ravenshaw, Colonel E. T. Dalton, C.S.I., and Mr. H. C. Sutherland, on educational matters, are hereto appended. It is quite clear that if rural schools are to be popular among ordinary villagers, the teachers must be of the old gurumohasoy class, or must come from the same social and intellectual stratum. The lads or men who stay two years at our normal schools, and receive Rs. 4, 5, and even 10 for being taught, will rarely, if ever, accept a patshala teachership in which they must sit down for life with a salary of Rs. 5 plus fees, equal to about Rs. 8 or 9 a month in all. What is wanted is to teach ordinary village boys enough to enable them to take care of their own interests in their own station of life, as petty shopkeepers, small landholders, ryots, handicraftsmen, weavers, village headmen, boatmen, fishermen, and what not. It is beyond all things desirable not to impart at village schools that kind of teaching which, in a transition state of society, might induce boys to think themselves above manual labor or ordinary village work. To the really able boys at patshalas opportunities for advancement will be offered by a chain of scholarships, the gainers of which can pass through the several grades of schools up to a university degree. One valuable means of providing that the ordinary patshala course of study shall be confined to reading and writing the vernacular, to simple and mental arithmetic, and to a knowledge of mensuration and the native system of land survey, will be a regulation that proficiency in these subjects only will be required from candidates for patshala scholarships.

11. The Lieutenant-Governor by no means wishes to fetter the Magistrates or committees in their arrangements for the prompt and proper administration of the educational grants now made. Indeed, the only restriction he would insist upon is, that not more than Rs. 5 per mensem of public money should be given to any one school; that the vernacular only is taught in any school receiving a patshala grant;

that every patshala is open to inspection, and sends in such simple quarterly statements as may be required; and that any grant is liable to suspension or withdrawal if the school is not properly kept up.

It has been suggested to the Lieutenant-Governor that a Magistrate or committee of a large district, who desired to give prompt effect to the present orders, would proceed somewhat as follows:—

An average district, containing two or three sub-divisions besides the head-quarter division, 2,400 villages, and one and a half to two millions of population, might, perhaps, already contain 50 Government patshalas, 300 indigenous patshalas, and might under the present orders have obtained a grant of Rs. 9,000, equal to 200 patshala grants of Rs. 45 a year. The Magistrate would, perhaps, set aside Rs. 3,000 to be expended on Rs. 30 per annum grants to patshalas in Municipalities, on wards' estates, or on the estates of liberal zemindars; these 30-rupee grants would be distributed to village municipal committees or individuals who promised to contribute another Rs. 30 and to take charge of the patshala. Possibly some 30 or 35 of the 30-rupee grants would thus be distributed to municipal patshalas; there would remain 65 or 70 grants of Rs. 30 to be distributed to villages, on wards' estates, and on zemindarees where the zemindar was ready to contribute. In behalf of the wards' estates the Magistrate himself would be able to guarantee, during the duration of the trust, a certain number of 30-rupee contributions. The larger and more liberal zemindars, whether resident or non-resident, would be invited by the Magistrate, or through the sub-divisional officer, to contribute as many 30-rupee grants as they could afford, or as the villages on their estates might require. A zemindar so contributing would be allowed to nominate the guru and to manage the schools, subject to the general rules under which patshala grants are made. There would remain Rs. 6,000 a year for expenditure on patshala grants to ordinary village schools. The Magistrate would refer to the thannah register compiled in the census office, and ascertain which villages of 100 houses and upwards contain indigenous patshalas and which do not. He would either through, or after consulting, the sub-divisional officer decide to give perhaps 60 patshala grants of Rs 4 and 3 a month to existing indigenous patshalas, provided the gurus would accept the Government rules, and would agree, if called upon, to come into the sudder and study for six months at a normal class for gurus. In selecting existing patshalas for grants, the Magistrate and the sub-divisional officer would be guided by various considerations; they would give some grants to old established patshalas which were specially large and successful; they would give some grants to patshalas which were situate in large villages, but had heretofore been badly off owing to the poverty of the inhabitants; they would give some grants to newly planted patshalas of which the gurus were especially efficient and active. There would remain about Rs. 4,500 available for the establishment of new patshalas in places where none at present exist. The Magistrate and the sub-divisional officer, when selecting places for the establishment of fresh schools, would ordinarily be guided by the thannah registers at the census, and would select for the new patshalas the largest villages unoccupied by any school. No patshala grant would

be given to any village which would not provide a house or hut of the ordinary kind used in the village for the reception of the school. When the villages were selected, the next question would be to find teachers. If possible, the Magistrate or sub-divisional officer would choose men of the ordinary gurumohasoy class or of the meeahjee class; and a new schoolmaster should always be, if possible, a resident of the village or its neighbourhood. There will generally be found in Hindu neighbourhoods, schoolmasters' sons or brothers, or lads from some patwaree's family or from a petty dealer's (moodee's) shop, or from some zemindaree cutcherry, who possesses enough knowledge to teach a patshala, and who will be content to sit down as a village schoolmaster. If lads of sufficient age from neighbouring vernacular or aided schools will undertake the duty, the Magistrate might appoint some of them to patshalas in the neighbourhood of their houses.

It would be a condition of appointment of a new village schoolmaster, and of any grant to the master of an existing school, that he should, if called upon, attend the normal class for a time, leaving a substitute in charge of the school. Until the arrangements to be made under this resolution are fairly complete, and until the bulk of the new schools are established, the Magistrate would ordinarily not insist on existing patshala teachers coming into the district head-quarters to attend the normal class. But when the schools are fairly started and regular inspection has begun, the Magistrate would, on the report of the Deputy or Sub-Deputy Inspector, call upon the least efficient village schoolmasters to attend the normal class. It would probably be useless to summon the very old gurumohasoys or meeahjees to the normal classes; old men of that stamp have done much good in their time; they are popular with the villagers, and they manage their schools fairly well; if new acquirements or modes of teaching are required, they will come with the next generation of village schoolmasters. But it will probably be desirable to bring into the normal classes the younger and the newly appointed village schoolmasters; if possible, newly appointed masters who have never taught village schools before, would be brought in to the normal classes at the sudder before they establish their schools, and would be instructed for a few months. For the present it will be necessary to perfect village schoolmasters in reading and writing the printed character, of which (in Behar at any rate) they are often ignorant; to instruct them in the best modes of teaching simple and mental arithmetic; to improve their knowledge and power of teaching mensuration after the native fashion, bazar accounts, and zemindaree accounts; and to enable them to understand and teach the very simple text-books on these latter subjects.

12. Since, however, as already said, the Lieutenant-Governor wishes to abstain from giving minute instructions, he has caused an example of what steps might be taken to be entered in these orders, rather by way of suggestion than by way of precept. He rather wishes the local officers to whom the experiment is entrusted to work it out in their own way. He wishes that they should ascertain what indigenous means of education in reading, writing, and arithmetic exist; that they should enlist the people and their leading men as much as possible in

favor of simple education; and that they should develop it by small grants according to the circumstances of each case, under the system above proposed.

13. It is a question whether it may be best to set up experimental schools all over a district, or to try to make model educated tracts of limited areas. Pending the establishment of municipalities, it will probably be best to establish a moderate number of schools here and there as examples all over the district, and to select a limited tract for a more full experiment. If a good sub-divisional or other officer can be found qualified and willing to undertake the experiment and to give real attention to it, it might be well to intrust to him the model tract.

14. Efforts should be made to enlist in this undertaking men of local influence and merit. In some parts of the country underpaid putwarees may be found who would for a small additional remuneration undertake the office of teacher. Regard should also be had to the considerations and conditions contained in the letter No. 2671, dated 31st July 1872, regarding the last grant made for primary education. We should keep in view as much as possible the design to establish the schoolmaster as part of the constitution of considerable villages, and to make him a functionary of importance and necessity when rural municipalities are established.

15. For the present the distribution of these funds is to be made by the District Magistrates and sub-divisional officers, acting with the advice of, but not controlled by, the district educational committees. When the system is a little developed and local committees of men of the classes interested in primary instruction can be established, the Lieutenant-Governor hopes to employ committees more freely in promoting primary education. The educational establishment will be at the disposal of Magistrates for the necessary enquiries, and any reasonable proposals to further the object in view will be entertained, especially any arrangement for providing a more numerous class of Sub-Inspectors for patshalas instead of the highly paid Deputy Inspectors maintained in perhaps unnecessary number for the higher classes of schools. The Lieutenant-Governor has no doubt that the experienced Inspectors, who will now reside at the head-quarters of the principal divisions, will give much advice and assistance, and as soon as the district educational committees are formed they should be consulted. It is hoped that by the end of the year 1872-73 the local officers will be in a condition to report the first fruits of these orders.

16. When the system developes, when the rural Municipalities undertake schools with Government assistance, when the demand for and means of education increase, more money may be available, and we may attempt more schools. The object of the present grant is to make a beginning of mass education in the country, and the Lieutenant-Governor hopes to be assured that the money is well spent. He would rather have an assurance of this kind and a demand for more money than be told that it has not been possible effectively to spend what is now given.

No. 3521A4.

Copy of this resolution, with enclosures, forwarded to all Commissioners of divisions and to all Magistrates and Deputy Commissioners of districts.

No. 3521A5.

Copy of this resolution, with enclosures, forwarded to the Director of Public Instruction and to all Inspectors of Schools.

No. 3521A6.

Copy of this resolution, with enclosures, forwarded to the Accountant-General.

By order of the Lieutenant-Governor of Bengal,

C. BERNARD,

Offg. Secy. to the Govt. of Bengal.

Hazareebaugh,
The 30th September 1872.

APPENDIX A.

Showing the Grants now made for Primary Education to each District.

Division.	District.	Grant now made		
		For 1872-73.	For 1873-74.	Total.
BENGAL	*Western Districts.*	Rs.	Rs.	Rs.
Burdwan	Burdwan	2,600	7,800	10,400
	Bancoorah	1,000	3,000	4,000
	Beerbhoom	1,200	3,600	4,800
	Midnapore	3,800	11,400	15,200
	Hooghly with Howrah	2,200	6,600	8,800
	Central Districts.			
Presidency	24-Pergunnahs	3,000	9,000	12,000
	Nuddea	2,400	7,200	9,600
	Jessore	1,500	4,500	6,000
Rajshahye	Moorshedabad	2,300	7,000	9,300
	Dinagepore	2,250	6,750	9,000
	Maldah	1,100	3,300	4,400
	Rajshahye	1,800	5,400	7,200
	Rungpore	2,450	7,350	9,800
	Bograh	1,000	3,000	4,000
	Pubna	1,800	5,400	7,200
	Central Districts			
Cooch Behar	Darjeeling	400	1,200	1,600
	Julpigoree	800	2,400	3,200
	Eastern Districts.			
Dacca	Dacca	2,800	8,400	11,200
	Furreedpore	1,700	5,100	6,800
	Backergunge	3,600	10,800	14,400
	Mymensing	3,200	9,600	12,800
	Sylhet	2,800	8,400	11,200
	Cachar	1,000	3,000	4,000
Chittagong	Chittagong	2,000	6,000	8,000
	Noakhally	1,400	4,200	5,,600
	Tipperah	2,600	7,800	10,400
BEHAR.				
Patna	Patna	2,400	7,200	9,600
	Gya	3,000	9,000	12 000
	Shahabad	2,800	8,400	11'200
	Tirhoot	6,000	18,000	24,000
	Saran	3,000	9,000	12,000
	Chumparun	2,200	6,600	8,800
Bhaugulpore	Monghyr	2,700	8,100	10,800
	Bhaugulpore	2,700	8,100	10,800
	Purneah	2,200	6,600	8,800
	Sonthal Pergunnahs	2,000	6,000	8,000
ORISSA.				
Orissa	Cuttack	3,000	9,000	12,000
	Pooree	1,500	4,500	6,000
	Balasore	1,500	4,500	6,000
	South-West Frontier Agency.			
CHOTA NAGPORE	Hazareebaugh	1,800	5,400	7,200
	Lohardugga	2,800	8,400	11,200
	Singbhoom	800	2,400	3,200
	Maunbhoom	1,900	5,700	7,600
ASSAM AND ADJACENT HILLS.	Gowalparah	800	2,400	3,200
	Kamroop	900	2,700	3,600
	Durrung	450	1,300	1,750
	Nowgong	600	1,800	2,400
	Seebsaugor	800	2,400	3,200
	Luckimpore	650	1,900	2,550
	Khasi Hills	800	2,400	3,200
	Total grants for all Bengal	1,00,000	3,00,000	4,00,000

Showing the existing Schools and the number it is hoped to establish in each District.

DIVISION.	DISTRICT.	Total population.	Total number of all schools as shown by the census or other latest information.	Total number of Government and aided primary vernacular schools.	Number of schools recently granted by order of 31st July 1871.	Approximate number of schools it is hoped will be established under present orders.
BENGAL.	*Western Districts.*					
Burdwan ...	Burdwan	2,031,508	844	241	52	175
	Bancoorah	526,772	482	55		65
	Beerbhoom	695,921	572	30		80
	Midnapore	2,522,172	1,943	214		250
	Hooghly with Howrah	1,491,621	1,488	77		150
	Central Districts.					
Presidency ...	24-Pergunnahs... ...	2,210,047	1,276	157	60	200
	Nuddea	1,806,102	579	181		160
	Jessore	2,075,197	659	322		120
Rajshahye ...	Moorshedabad... ..	1,355,549	241	75	.....	150
	Dinagepore	1,501,924	217	217	67	150
	Maldah	676,426	177	6		70
	Rajshahye	1,310,727	215	135		120
	Rungpore	2,150,179	276	197		160
	Bograh	680,467	169	10		65
	Pubna	1,218,279	151	13		120
	Central Districts.					
Cooch Behar	Darjeeling	95,224	32	32	.....	25
	Julpigoree	418,048	41	19	.....	50
	Eastern Districts.					
Dacca ...	Dacca	1,853,416	421	28	65	190
	Furreedpore	1,012,589	163	17		120
	Backergunge	2,379,878	512	8		240
	Mymensing	2,349,468	not given	21		215
	Sylhet	1,722,424	84	1		190
	Cachar	204,988	15	4		60
Chittagong...	Chittagong	1,127,402	869	5	5	130
	Noakhally	713,623	627	4		90
	Tipperah	1,534,030	192	6		175
BEHAR.						
Patna ...	Patna	1,559,638	552	4	30	163
	Gya	1,944,151	112	12	38	200
	Shahabad	1,726,854	137	8	30	190
	Tirhoot	4,389,250	637	14	70	400
	Sarun	2,063,444	365	.....	30	200
	Chumparun	1,439,992	106	12	.....	150
Bhaugulpore	Monghyr	1,812,986	433	7	35	180
	Bhaugulpore	1,826,091	312	1	35	180
	Purneah...	1,714,795	188	1	40	150
	Sonthal Pergunnahs...	1,018,000	62	32	60	130
ORISSA.						
Orissa ...	Cuttack	1,449,784	1,975	18	40	200
	Pooree	769,674	1,282	18	20	100
	Balasore...	770,282	1,107	25	20	100
	South-West Frontier Agency.					
CHOTA NAGPORE.	Hazareebaugh	763,000	46	3	50	120
	Lohardugga	1,232,000	16	13		180
	Singbhoom	415,023	41	8		50
	Manbhoom	1,040,000	120	11		120
ASSAM AND ADJACENT HILLS.	Gowalparah	444,761	27	12	80	50
	Kamroop	561,681	45	45		60
	Durrung...	236,534	21	21		30
	Nowgong	256,390	23	23		40
	Seebsaugor	206,807	21	20		50
	Luckimpore	120,742	21	.....		40
	Khasi Hills	141,838	48	.....	.....	50
	Total approximate number for all Bengal	...?..	19,937	2,383	827	6,455

N.B.—The census figures showing the schools are not yet available for some districts; for others the census figures are obviously below the truth. Column 3 of this statement has therefore been filled up from the latest information available.

APPENDIX C.

No. 1272, dated River Dhullesurey, the 4th August 1872.

From—C. B. CLARKE, ESQ., M.A., Inspector of Schools, South-East Division,
To—The Director of Public Instruction.

I EXPECT to reach Dacca in a few hours after a month's tour of inspection in Mymensingh. I beg leave to submit a report on the state of primary education in that district.

2. In the aided and Government schools there is little patshala instruction given, *i.e.*, the boys commence by reading, not by writing; and in arithmetic they learn the rules in the order in English text books, and do not practise bazaar or zemindari account-keeping or mental arithmetic. The elementary education offered is primary but introductory to the vernacular scholarship course, and as from the very first it demands the purchase of many books, this alone keeps the poorer classes from attempting it. It may be seen from the Annual Education Reports of 1865-66 (wherein the attached patshalas were returned as separate schools) that the system of attached patshalas was always much confined to Dacca and Bikrampur.

3. There appear to be also in Mymensingh very few indigenous patshalas; the Deputy Inspector, East Mymensingh, who has been many years in the district, says he does not believe there can be half a dozen left in the district, and I never came across one, though they do not escape my notice in other districts. Toles and muktabs seem very rare. I found one tole pundit (a brahmin with good landed estate) who kept his tole together; another elderly tole pundit told me that though he used to have forty pupils he now had not one left—that he had been ruined by the Government system of education.

4. In spite of all this, I am satisfied that there is a considerable percentage of the male population who can write and keep a simple account. They have never been in any school; they pick up their writing either from the mohurirs in shops and cutcherries, or at home. In the large village of Ramgopalpore, the zemindar, Babu Kasikissore Roy, Honorary Magistrate, declared that he believed nearly all the ryots could write; he argued that it had become very essential to do something to educate them, because they have already acquired all the wickedness to be got by learning.

I hope shortly to send a new head-master to Ramgopalpore, who, with the countenance of Kasikissore Babu, will be instructed to attempt an educational census of this village.

5. A small number of the new five-rupee patshala grants have been lately sanctioned in East Mymensingh. In consequence of this about fifty other new patshalas have sprung into existence, the teachers hoping to get grants hereafter. I have visited several of the patshalas already aided, and also some of those now feeding on hope. Among all these patshalas there are only two or three where the teacher is a guru and which are genuine patshalas; in all the others the teacher is either

a normal school pundit or a vernacular scholarship certificate holder, or at all events not a guru, and the teaching is exactly that of a school and not that of a patshala.

6. Several of these schools have accepted patshala grants merely because they cannot at present possibly get grants-in-aid. They take Rs. 5 from Government, raise a five-rupee subscription, and offer their teachers all the fees; and at this price they get a normal school student, who invariably keeps a school and not a patshala. Several schools have been thus set up by normal school pupils and vernacular scholarship certificate holders in their own villages and in their own houses, as under these conditions they are willing to work at very low pay.

7. At all the aided village schools which I have visited, I have laid down that they must keep a patshala; that the Government pays the Rs. 5 for this; and that if the patshala is not kept, the Rs. 5 must be withheld. I do not insist that *only* a patshala shall be kept. If the people choose to subscribe handsomely and keep a teacher who can carry the education to a much higher standard, I see no objection, but indeed every advantage, provided always that a patshala is offered to the masses.

8. The patshala standard is understood to be as follows:—(1) writing on plantain leaves or on slates (in populous places slates are now cheaper): (2) tables of weights and measures, bazaar arithmetic (including practice of mental arithmetic) and zemindari accounts: (3) writing of letters, pottahs, bonds, &c.; the copying and adaptation to special circumstances of simple legal forms: (4) reading of simple Bengali, with explanation of meaning,—the grammar not to be pushed beyond simple *sundhi* at most, and the boys not to be required to purchase more than one book; the rough methods of land surveying practised by zemindars' cutcherry-loke (these last are very bad and in many cases wrong, not even giving an approximation to the true area; but the people wish to learn them to enable them to meet their landlords' agents on their own ground).

9. In zillah Dacca most boys begin their education in a patshala, and our vernacular scholarship certificate holders and pundits are generally competent to teach at least the first three items of the patshala course here given; but in Mymensingh it is not so. The number of men really competent to teach as gurus is very small. The pay of gurus is so low too that men cannot be imported from other districts.

10. Many school secretaries in Mymensingh have consented to keep a guru and an attached patshala to the existing school. This, it is hoped, will bring in a considerable number of scholars for primary education without any extra cost on Government whatever. But I have been able to carry out nothing whatever in this direction because the Deputy Inspector can find no disposable gurus. Moreover, the village schools should all have teachers competent to teach the patshala course, but such teachers are not available.

The amount of tuition, however, required to make one of our normal school pundits or one of our vernacular scholarship certificate holders a guru is very small, and when he has gone through this tuition he is immensely superior, as a guru merely, to any of the old country gurus.

11. The Mymensingh normal school was originally sanctioned as a guru training school, and the sanctioned establishment is even smaller than that for the pre-existent Bhudeb training schools. But it appears from the first to have adopted the normal school course and has always trained pundits exactly of the class of those turned out by the Dacca normal school, and who therefore command about the same pay, Rs. 15 per month, being about the minimum. I have now directed the Mymensingh normal school head-master to open at once a guru class in his school. Boys who have passed the vernacular scholarship examination will be admitted to this class, and it is estimated that they will even within two months obtain certificate that they are competent to teach the patshala standard above laid down.

12. The pay of a guru is understood to be Rs. 5, besides the pice of the boys he actually teaches. With this prospect before them, vernacular scholarship certificate holders are to be found who are willing to enter the normal school guru class, but only provided we guarantee them appointments as soon as they obtain their certificate. I have therefore been obliged for the present to direct the head-master of the Mymensingh normal school to admit only so many pupils to the guru class as the two Deputy Inspectors of the district have posts ready for, as if we disappoint these gurus of the small pay they calculate upon, we may have hereafter great difficulty in finding candidates to enter that class. It might be well to reserve two scholarships of the normal school for the encouragement of the guru class; no guru pupil would be allowed to hold such a scholarship (Rs. 3) more than two months.

13. The so-called Garo schools are a branch of elementary education in this district: I visited all those in Mymensingh, but not the two in West Mymensingh. They contain few genuine Garos, but many of the non-Hindu tribes at the foot of the hills. There are no Garo boys who have made much progress anywhere, as they do not sufficiently understand the teacher's language; and several Hassin boys have made excellent progress, and intend to compete at the vernacular scholarship examination with the object of joining the Mymensingh normal school. I have directed two of the normal school scholarships also to be reserved for some of these boys, who are desirous to be trained as teachers even if they fail to get vernacular scholarships.

Two or three of these Hassin boys are already quite fit for teachers, but wish to carry their studies further. They worked arithmetic excellently, and will make valuable teachers, as they speak Garo perfectly and, I understand, would not object to open schools actually in the hills, as at Pysuck.

14. Nearly all we are getting in return for the Government large expenditure on these Garo schools is this prospect of teachers for really commencing Garo education another day. We pay our normal school pundits at these schools Rs. 25 to 30, but they are miserable there; they believe the climate of the terai utterly fatal to health, and they rarely remain long. I would propose to replace them by gurus (as soon as we have gurus ready) at about half the cost. These gurus can teach all that these schools will want to learn, and indeed more. I do

not propose to dismiss the present pundits, as they will leave soon enough; but I have given directions, as their posts become vacant, to appoint only officiating men in their places.

15. I shall be glad to receive your approval of the numerous changes and orders above reported. Should they meet your approbation, I will then issue copy of this letter (or parts of it) as instruction concerning primary education both in Mymensingh and elsewhere.

Extract from a letter from A. ABERCROMBIE, ESQ., Officiating Commissioner of the Burdwan Division, to the Officiating Secretary to the Government of Bengal, Revenue Department,—(No. 38, dated Burdwan, the 24th July 1872.)

PARA. 15. With reference to the information called for by His Honor in respect of the nature of the instruction usually given in these patshalas, and the classes which attend them, I beg to report that in Midnapore the instruction given is generally of an elementary nature—reading, writing, arithmetic, according to the *Suvonkuri* method; mahajunee and zemindaree accounts; and geography.

16. These schools are generally attended by the children of the better class of cultivators and skilled laborers, and by children of the middle class whose parents are too poor to pay for higher schooling, or where no better schools exist.

17. In Burdwan the Collector remarks that many of these small schools answer exactly to our home education, one or more well-to-do men retaining a tutor, while the children of others who cannot afford to subscribe attend the class. There are 553 indigenous schools in this district, with 9,288 pupils attending them. The schooling fees paid by the students vary from 4 annas to 1 anna 6 pie, the average for the whole district being 2 annas per student. The attendance at each school is a little more than 16 boys on the average, and the earning of each guru 2 rupees 2 annas.

18. The Collecter of Hooghly reports that he himself visited a number of these ordinary village patshalas. He says they are usually held in an open verandah, which sometimes belongs to the guru's house and sometimes to that of some benevolent resident of the village. The fees charged vary from 1 anna to 4 annas, or sometimes to 6 annas per mensem, according to the circumstances of the parents. The poorer boys write on *talpata*, or palm leaf; the wealthier, on plantain leaf or even paper. In most patshalas printed books are also more or less used. He is moreover of opinion that these indigenous schools are to a certain extent subverted by aided schools, which offer a better education in those parts of the district where education is most thought of. Mr. Pellew also directed his inquiries to the question whether the aided schools, by driving out these indigenous schools to such a serious extent as they undoubtedly have done by offering a more appreciated kind of education, have or have not taken fully the place of old patshalas in regard to the education of the masses, and the opinion formed by him was that on the whole no class had been deprived of means of education, and that in those places where a vernacular aided school had been

established to the extinction of the patshalas, and in which it had been found that the education afforded was too high or too expensive for the poor, a patshala was soon re-established, and was able to compete with the aided schools successfully. The Collector of Bancoorah has not furnished any information on this point. In Beerbhoom nothing like education is afforded to the masses by these patshalas, but only, as the people require, a little arithmetic in the native style, and reading and writing Bengali is taught.

19. The Collector of Howrah reports, after personal inquiry, that nearly every village of any size has a school in it, at which boys varying from 5 to 8 years of age are taught to write and read Bengali. These schools are self-supporting, the pupils paying the master monthly a fee of 2 annas to 4 annas each.

20. Subjoined is a statement showing the number of indigenous schools and the number of students attending them in the several districts in this division :—

Districts.	Total number of indigenous schools.	Total number of pupils.
Midnapore	1,729	19,174
Burdwan	553	9,288
Hooghly	615	13,838
Bancoorah	427	10,754
Beerbhoom	480	6,086
Howrah	570	9,686
Total ...	4,374	68,826

21. The average attendance of students in the patshalas in the districts of this division is as follows :—

Midnapore	11·09
Burdwan	16·8
Hooghly	22·5
Bancoorah	25·2
Beerbhoom	12·7
Howrah	17·

the average for the whole division being 17·5.

22. It is seen that out of 5,330 educational institutions of all sorts in the division, only 956 receive aid from Government, so that the proportion of Government schools, or those under the supervision of educational officers, to indigenous patshalas, is nearly 1 to 5½.

23. It is also observed that of the total number of pupils receiving education in the division, 37·3 per cent. are educated in institutions which are in some way or other connected with Government, and

62·6 per cent. receive instruction in the indigenous patshalas. The numbers for the several districts are exhibited below:—

Districts.	Percentage of Pupils.	
	In Government Institutions.	In indigenous schools.
Midnapore	31·8	68·1
Burdwan	55·8	44·1
Hooghly	42·2	57·6
Bancoorah...	26·7	73·2
Beerbhoom	27·6	72.3
Howrah	29·1	70·8

24. In Burdwan alone the attendance at the Government institutions preponderates, but in all other districts in the division more than two-thirds of the number of students are found to resort to indigenous patshalas. The cause of the large attendance at these schools is to be found in the fact that the instruction given in them, whatever may be its other defects, is practical and well suited to the requirements of the large class of people whose children are educated in them. The instruction given in these patshalas generally consists of reading and writing and arithmetic; for the greater part mental arithmetic, measurement of land, &c., by the native method—a system of accounts which is much in use among the agricultural and commercial portion of the native society—with a few samples of business letters, forms of leases, bonds, agreements, &c. But limited as the programme of study is, and the length of time taken to finish it, there cannot be any doubt whatever that these subjects are most thoroughly taught in the indigenous patshalas. Even Babu Bhudeb Mookerjee, Inspector of Schools, North Central Division, though doubting the alleged superior promptness of the pupils of the patshalas in replying to arithmetical questions—examples of which are to be witnessed among the shop-keepers and tradesmen every day—is obliged to admit that the students of these patshalas write a superior hand; and nothing so much helps a man in ordinary business as a good handwriting and a knowledge of accounts, with a prompt habit of solving mentally the questions that occur to them during their daily transactions.

25. In short, the whole scope of instruction given in the indigenous patshalas is to turn out good village or shop-keepers' accountants, which it no doubt does. It cannot be said that the students who are trained in the vernacular model schools are equally expert in these respects, however well up they may be in history or geography,—which latter goes rather to detract from their merit in the estimation of their parents as being calculated to shake their faith in the principles of their religion.

26. It was at one time thought that by training up the gurus in Government institutions a better class of teachers could be supplied for the instruction of the masses. Not to consider the limited number of gurus that could be so sent under the present system (each guru costing Government Rs. 5 a month), there is this question to be solved,—whether a trained guru would be so eagerly sought after as a *guru mohashoy*.

27. To sum up in a few words: there are in the division about 4,374 indigenous schools, attended by about 68,826 scholars, or on an average about 17 scholars in each school; the fees may be taken at 2 annas per boy to *guru mohashoy's* income at Rs. 2 per month. The instruction is of an elementary character—reading, writing, and arithmetic—mental arithmetic being chiefly cultivated, with a little history and geography, but it is eminently well adapted to the requirements of the classes of the community whose children attend these schools. These are the village shop-keepers and well-to-do ryots, with here and there the children of higher class people, who for special reasons, such as distance to walk, &c., may object to send their sons to any of these schools within the range of the Public Instruction Department's operations.

Extract from a letter from T. E. RAVENSHAW, ESQ., Commissioner of the Orissa Division, to the Officiating Secretary to the Government of Bengal, General Department,—(No. 410, dated Cuttack, the 11th August 1871.)

PARA. 18. * * * Material improvement of the country, and education of the mass of the people, depend on the success of this useful institution (the Cuttack normal school), and on extension of village vernacular schools and patshalas. If Government support be withdrawn from the latter, the beneficial results of the former will be crippled. The subjoined extract from my letter No. 763, dated 17th October 1870, will show what I have already written on the subject to the Inspector of Schools, and I think I need hardly add anything to it:—

"I have watched the progress of this (normal) school, and I can only state that it is the most satisfactory and most encouraging educational institution in Orissa, and that it bids fair to work great and permanent results in providing efficient means of educating the mass of the population. I regret to find from the correspondence that the gurus, who have so far passed their course of instruction in the normal school at Cuttack, have not yet received assurance of continuation of the Government subsidy to enable them to carry on their duties as village schoolmasters. On the contrary, your letter No. 1181, dated 30th June 1870, with enclosures from the Director of Public Instruction, point to little probability of the aid to guru teachers being continued after they have gone through their training course. I would most earnestly solicit your own and the Director's reconsideration of the matter, or otherwise the whole system will be nipped in the bud. There is no part of India where education and enlightenment among the masses of the people is so much to be desired as in Orissa, and I venture to hope that the groundwork, which has been so well started, may not be allowed to remain in abeyance; and unless the assurance of continued Government support be held out to the gurus after passing

the school course, I fear the whole system must collapse. I therefore again most strongly urge that the assurance of aid heretofore given may not be withdrawn."

Extract from a letter from COLONEL E. T. DALTON, C.S.I., Commissioner of Chota Nagpore, to C. BERNARD, ESQ., Officiating Secretary to the Government of Bengal, General Department,—(No. 2285, dated Chota Nagpore, the 12th August 1872.)

PARA. 26. The indigenous patshalas in Singhboom are about 50 in number, and the Deputy Commissioner has obtained reliable information regarding 43 of them. In the Dalbhoom schools the language taught is Bengali; in Porahat chiefly Uriya, but in one at least the language is Hindi. The schools in the Kolhan teach Hindi. Baboo Sarada Persad says that the subjects on which particular attention is bestowed by the village teachers are handwriting, deciphering of manuscript writing, mental arithmetic, simple mensuration, and zemindari and mahajani accounts. I take this to be as good a course as a village school could have, and all the subjects should receive more attention than they do in the Government vernacular schools.

Extract from an abstract of information in regard to indigenous schools furnished by the Officiating Commissioner, Dacca, with his letter No. 19, dated the 9th April 1872.

Sylhet.—The Magistrate of this district reports that in many parts of his district there are Sanskrit schools, called Chowpari or Chatushpati, in which literature, law, and logic are taught by pundits to Brahmin youths in Sanskrit; that the number of scholars varies in all these schools; that in some there are 40 to 50, and in others 10 to 15 students; that the pundits never take any fees from the students, who are fed by them and sometimes by the respectable inhabitants of the village; that in some villages there are Bengali schools taught by sircars, who are paid by the villagers. Bengali alphabet-writing, accounts, and land measure are taught in these schools; that besides these there are some private schools which do not receive aid from Government; that they are managed by the headman of the village, and are supported by subscriptions raised amongst the villagers, as well as by schooling fees realized from the students; that the number of students in some is 20 to 25, and in others exceeding that number; that these schools are in general conducted by one teacher, whose monthly salary does not exceed more than Rs. 15; that in these lower standard books read in the aided schools are taught, and in some the boys are taught up to the vernacular scholarship known as "Chatrabirte;" that the condition of these schools is not so flourishing as is the case with the aided schools, and they do not exist long, partly for want of zeal and funds, and partly owing to mismanagement; that there are also other schools called *Mauctabs*, in which Persian literature and Mahomedan law are taught; they are attended by Mahomedan students, and are kept up by most respectable Mahomedans.

Dated Hazarcebaugh, the 5th October 1872.

RESOLUTION—By the Government of Bengal in the General (Education) Department.

READ—

Paragraphs 21-24 of Government order dated the 24th May 1872, directing Messrs. Woodrow and Bernard to submit draft rules for the award of scholarships in Bengal, in accordance with the views of the Lieutenant-Governor as expressed in the orders of that date.

Read also—

The report of the above-mentioned officers, dated the 14th August 1872.

The Lieutenant-Governor observes that it is most important, now that this Government has, by starting primary schools, made a beginning of education in all grades, that scholarships should be systematically arranged, so as to enable clever and deserving boys to climb from the lowest to the highest stage, and the opportunity is taken of revising the scholarship rules in general accordance with the recommendations of the committee.

2. Hitherto there have been no scholarships for the lowest class of schools; the indigeneous schools of this class have not been recognized or counted, and our own patshalas are few. To make a beginning, a certain number of scholarships are assigned for the encouragement of these schools, and to enable a few selected boys to prosecute their studies in schools of the next higher grade or middle class schools.

3. For middle schools, again, the present system of scholarships is adopted with some modifications. The Lieutenant-Governor accepts the recommendations made in paragraph 13* of the committee's report, that the scholarships should be distributed by the local committees to English and vernacular schools, according to the circumstances of each district. In practice it is found, in Bengal at least, that the boys who get scholarships in vernacular schools go with them to English schools. It is hoped that those who have already received an English education and take the minor scholarships may qualify for the Entrance standard in two years, while for boys coming from purely vernacular schools four years are allowed.

Minor Scholarships.
Vernacular Scholarships.

* 13. We have stated that the examinations for both these scholarships are held together, and that the papers in several subjects are the same for both scholarships. It is the opinion of Mr. Woodrow, and it is believed to be the opinion of many officers of the Educational Department, that vernacular scholarship-holders, as a rule, are better taught in arithmetic, geography, history, and miscellaneous subjects, than are the minor scholarship-holders. It seems to us that the best plan will be to merge the funds for these two sets of scholarships together, and to leave it to the district committee of each district to decide for each year or for a series of years how many of the scholarships of this class they will allot to students from vernacular schools, and how many to students from middle class English schools. The proportion should depend upon the number of schools of each class in the district, and upon the kind of education which may happen most to want encouragement at the particular time.

4. For the higher schools the junior college scholarships are given in large numbers. They are tenable for two years, and enable clever youths from the schools established in every part of the country to follow the various courses in literature, science, art, and special civil service subjects, up to the point known as the First Arts Examination, or to a corresponding standard in other subjects.

5. Finally, for the successful students up to this latter point, the senior scholarships provide the means of prosecuting higher studies for two years more, and attaining the highest acquirements and degrees.

6. There are and will be some further scholarships for graduates prosecuting their studies for the highest branches of special professions, but these are not now dealt with.

7. It is hoped, then, that by these various stages—

(1) Village schools within the means of labouring men;
(2) Middle class schools, partly fed by village schools;
(3) Higher schools, partly fed by middle class schools;
(4) Second class colleges, fed by higher schools;
(5) First class colleges, fed by second class colleges and by higher schools;
(6) Scientific professions and higher branches of the civil service, fed by colleges;

the gifted son of a ryot or labourer may become a distinguished engineer, or physician, or agriculturist, or administrator of high degree, or a judge of the highest court.

8. At the same time great care will be taken that the prizes held out to remarkable boys in primary schools are quite exceptional, and that the mass of boys are not led to look beyond their own callings. It is therefore very carefully provided that the subjects of examination in these primary schools shall be wholly confined to the simple subjects which are really sought by the mass of the people. The best arithmetician will probably turn out the best engineer or judge, but till he is selected for advancement he will not go a step beyond his arithmetic.

9. All scholarships are open indifferently to all the schools and colleges of these provinces which comply with certain reasonable conditions; whether they are Government, aided, or private schools, they may all compete on equal terms, without favour or preference.

10. The annexed rules are published for general information. It will be seen that in part they have effect in the present year, *i.e.*, so far as regards the future course of study prescribed for the successful candidates; in part they will take effect next year as regards certain new subjects, for teaching which provision is now being made in many schools. In part they will not take effect till 1874, when the students who commence a science course at the ensuing new year, will have reached the stage corresponding to the First Arts Examination, and when supplementary rules for distributing scholarships among the different subjects will be issued.

11. The subject is complicated; much of it is new; and the Government reserves the right to amend the rules on any point in which experience and further information may show amendment to be necessary.

12. As primary schools take root, and it becomes necessary to increase the grants for primary scholarships, it may possibly be necessary to take something from the very liberal grants now made for the higher scholarships; but this may remain for future consideration, with reference to the state of the finances, when the question arises.

No. 130T.

COPY, with annexures, forwarded to all Commissioners of divisions.

No. 131T.

COPY, with annexures, forwarded to the Director of Public Instruction, and to all Inspectors of Schools.

No. 132T.

COPY, with annexures, forwarded to all Magistrates of districts.

No. 133T.

COPY, with annexures, forwarded to all District Committees of Education, with an intimation that Bengali copies will follow to Bengali districts, and Hindi copies to Hindi districts.

No. 134T.

COPY, with annexures, forwarded specially to the Commissioner of Orissa, with the request that he will have Oorya copies of the resolution and of the rules, together with Oorya copies of the recent resolution on primary schools, circulated to the districts of his division.

By order of the Lieutenant-Governor of Bengal,

C. BERNARD,

Offg. Secy. to the Govt. of Bengal.

HAZAREEBAUGH,

The5th October 1872.

1872.

Primary Scholarship Rules.

EACH district will be allowed at once the number of scholarships per annum shown in the annexed list, to be distributed to the patshalas or primary schools, aided and unaided. The number of these scholarships will be increased when patshalas are well established under the new rules.

2. Boys at any school which receives a patshala grant, or at any other primary school of the lowest class, will be eligible for primary scholarships. Not more than one scholarship may be granted in any year to one school. No boy above the age of fourteen years will be eligible for a primary scholarship.

3. Primary scholarships will be at the rate of Rs. 3 a month, and will be tenable for two years at any middle class English, or at any vernacular school, or at any special or normal school. No scholarship can be withdrawn from its holder for misconduct, or for any other cause, without the sanction of the District Committee.

4. Primary scholarships may be granted as the District Committee may determine, either on the recommendation of the Inspector, or on the report of the Deputy Inspector after his half-yearly inspection, or on the sub-divisional officer's report after his inspection, or on the results of examination held at sub-divisional centres. No examination fee is to be charged to candidates for primary scholarships.

5. The only subjects which shall count for primary scholarships are—

Reading and writing the vernacular of the district.
Arithmetic, written and mental.
Bazaar and zemindaree accounts, and simple mensuration.

List of Patshala or Primary Scholarships.

Burdwan Division ..	Hooghly and Howrah	12		
	Burdwan	15		
	Midnapore	20		
	Beerbhoom	4		
	Bancoorah	4		
		—	55	
Presidency Division	24-Pergunnahs	13		
	Jessore	15		
	Nuddea	12		
		—	40	
Rajshahye Division	Moorshedabad	10		
	Dinagepore	8		
	Maldah	4		
	Rajshahye	10		
	Rungpore	12		
	Bograh	4		
	Pubna	7		
		—	55	
Cooch Behar Division	Julpigoree	4		
	Darjeeling	2		
		—	6	
Dacca Division ...	Dacca	13		
	Furreedpore	8		
	Backergunge	12		
	Mymensing	12		
	Sylhet	10		
	Cachar	2		
		—	57	
Chittagong Division	Chittagong	7		
	Tipperah	8		
	Noakhally	5		
		—	20	
Patna Division ...	Patna...	12		
	Gya	10		
	Shahabad	10		
	Tirhoot	18		
	Sarun	10		
	Chumparun	8		
		—	68	
Bhaugulpore Division	Monghyr	10		
	Bhaugulpore	10		
	Purneah	8		
	Southal Pergunnahs	7		
		—	35	
	Carried over ...		336	

	Brought forward ...		336
Orissa Division ...	Cuttack	15	
	Pooree	8	
	Balasore	7	
		—	30
Chota Nagpore Division.	Hazareebaugh	8	
	Lohardugga	10	
	Singbhoom	4	
	Maunbhoom	8	
		—	30
Assam and Adjacent Hills.	Gowalparah...	4	
	Kamroop	4	
	Durrung	3	
	Nowgong	3	
	Seebsaugor	3	
	Luckimpore...	3	
	Khasi Hills	4	
		—	24
	Grand Total ...		410

1872.

Minor and Vernacular Scholarship Rules.

A SUM of Rs. 60,000 will be available for minor and vernacular scholarships, which will be distributed to the several districts of Bengal in accordance with the schedule hereto appended. This sum is to include any special survey scholarships which may be prescribed by Government. Any scholarships not taken up by students of the district during any year will be awardable by the Circle Inspector to the boys who have done best and yet have not got scholarships in other districts of the same division. Any scholarships not taken up in the division will be awardable by the Inspector to boys in some other division of the same province. Any scholarships not taken up in the province must be reported to Government through the Director for special re-allotment.

2. The scholarship money allotted to each district by these rules may be apportioned once in every three years by the District Committee—

Either to pay for minor or survey scholarships of Rs. 5 a month, tenable for two years at any higher class English school or school for surveying prescribed by Government;

Or to pay for vernacular scholarships of Rs. 4 a month, tenable for four years at any higher class English school.

The scholarship certificate will be tenable during good conduct, and cannot be withdrawn without the sanction of the Inspector. It will be for the Committee to decide what money should be devoted to minor scholarships, and what to vernacular.

They will generally consult the Circle Inspector before taking a decision on the point; and they will consider the condition and the class of existing schools in the district, as well as the kind of education which may be most wanted by the people. They will publish their decision as widely as possible to all Government, aided, and private schools in the district as soon as it is taken.

3. For minor scholarships, middle class English schools alone can compete; and it will be within the discretion of the District Committee to debar from competing any school which may be a branch of any English higher class school.

4. No boy can compete for a minor scholarship after he has passed the age of sixteen, and no boy can compete for a vernacular scholarship after he has passed the age of fifteen years.

5. The successful candidates for each class of scholarships will be arranged in three divisions as follows:—

Those obtaining $\frac{4}{8}$ marks and upwards, in the first division.

Those obtaining $\frac{3}{8}$ marks and less than $\frac{4}{8}$ marks, in the second division.

Those obtaining $\frac{2}{8}$ marks and less than $\frac{3}{8}$ marks, in the third division.

Two-thirds of the scholarships of each district will be awarded to the highest candidates from each, provided they are in the 1st or 2nd division, and the remaining third part will be granted by the District Committee to candidates from schools situated in parts of the district where education is backward.

Not more than two scholarships shall be allotted to any school in any one year.

6. The subjects of examination are as follow:—

Vernacular Scholarships.

No. of papers.		Maximum marks.
	Reading vernacular manuscript and writing ...	100
1.	Vernacular grammar and composition ...	100
1.	History and geography of India	50
1.	Mensuration and theory of surveying ...	100
1.	Arithmetic	100
1.	Bazaar accounts and zemindari accounts, and hand-book on money matters	150
1.	Science—Physical Geography, Botany, Physical Science, and Natural Philosophy—	
	For more than one subject	150
	Or for one subject	100

Minor Scholarships.

7. Same papers as for vernacular scholarships, except that for vernacular grammar and composition should be substituted—

	Marks.
English grammar and translation	150
„ dictation and handwriting	150

8. The examinations will be conducted at centres as heretofore, and the text-books will be advertised from year to year. The fees payable by candidates will be Rs. 2 for minor scholarships, and 1 rupee for vernacular scholarships. The names of boys who gain scholarships will be notified in the Government Gazette as soon as possible after the conclusion of the examinations.

Note.—These rules will take effect in 1873.

Schedule of Amounts allotted to each District.

	Rs.	
Hooghly and Howrah	1,500	
Burdwan	1,800	
Midnapore	1,800	
Beerbhoom	600	
Bancoorah	600	
		—— 6,300
Town of Calcutta	600	
24-Pergunnahs	1,800	
Jessore	1,800	
Nuddea	1,500	
		—— 5,700
Moorshedabad	1,500	
Dinagepore	1,200	
Maldah	600	
Rajshahye	1,500	
Rungpore	1,800	
Bograh	600	
Pubna	1,200	
		—— 8,400
Darjeeling	300	
Julpigoree	300	
		—— 600
Dacca	1,800	
Furreedpore	1,200	
Backergunge	1,800	
Mymensing	1,800	
Sylhet	1,800	
Cachar	600	
		—— 9,000
Chittagong	1,500	
Tipperah	1,500	
Noakhally	600	
		—— 3,600
Patna	1,500	
Gya	1,500	
Shahabad	1,500	
Tirhoot	2,100	
Sarun	1,500	
Chumparun	900	
		—— 9,000
Carried over ...		42,600

		Rs.	
Brought forward ...	...	....	42,600
Monghyr		1,500	
Bhaugulpore		1,500	
Purneah		1,200	
Sonthal Pergunnahs		1,200	
		——	5,400
Cuttack		1,500	
Pooree		900	
Balasore		900	
		——	3,300
Hazareebaugh		1,200	
Lohardugga		1,200	
Singbhoom		600	
Maunbhoom		1,200	
		——	4,200
Gowalparah		600	
Kamroop		900	
Durrung		600	
Nowgong		600	
Seebsaugor		600	
Luckimpore		600	
Khasi Hills		600	
		——	4,500
Grand total			60,000

Note.—The committee of each district will be at liberty to grant annually each year scholarships up to the number next above what these grants will cover. But broken scholarships which may be vacated by death, non-observance of rules, or for other causes, will lapse, and thus the grant for any year will fully cover the scholarship allotted. Thus, Tirhoot has a grant of Rs. 2,100, of which it allots Rs. 1,500 for vernacular scholarships and Rs. 600 for minor scholarships. Rs. 1,500 will nearly pay for eight scholarships of Rs. 4 each, tenable for four years; while Rs. 600 will exactly pay for five scholarships of Rs. 5 each, tenable for two years. In such a case the Tirhoot Committee could grant eight vernacular and five minor scholarships annually. Or if the Nuddea district were to grant Rs. 600 to vernacular scholarships, and Rs. 900 to minor scholarships, it would have four vernacular scholarships and eight minor scholarships to allot annually.

1872.

Junior Scholarship Rules.

One hundred and sixty junior scholarships are open annually, to be competed for in the University Entrance Examination by candidates educated in any school in the Lower Provinces of Bengal.

2. The scholarships are of three grades: ten of the first grade, with stipends of Rs. 20 per mensem; fifty of the second grade, with stipends of Rs. 15 per mensem; and a hundred of the third grade, with stipends of Rs. 10 per mensem.

3. With the sanction of the Director of Public Instruction, a junior scholarship may be held, according to the holder's option, at any one of the affiliated colleges, or at the Civil Service classes, at places prescribed by Government, if the student is admitted to the Civil Service class.

4. Each scholarship is tenable for two years, provided that due progress, under a collegiate course of instruction, is regularly made by the holder, a certificate of the fact being submitted at the end of the first year by the principal of his college.

5. The holder of a junior scholarship in a non-Government institution is liable at any time to be examined by two persons appointed by the Director of Public Instruction, and approved by the principal of the college to which he belongs, and on proof of unsatisfactory progress, may be deprived of his scholarship.

6. No candidate is eligible who did not study for the last twelve months at least in the school to which he belonged at the time of presenting himself at the Entrance Examination.*

7. The ten scholarships of the first grade will be awarded, for the present, to the two candidates who obtain highest total marks in all subjects.

8. All scholarships of the second and third grades are allotted to the several Commissionerships, thus:—

	Second grade.	Third grade
Burdwan Division	6	12
Town of Calcutta only	5	10
Presidency Division	5	10
Rajshahye „	6	12
Dacca „	6	12
Chittagong „	2	6
Patna „	7	14
Bhaugulpore „	3	8
Orissa „	4	6
Chota Nagpore „	2	5
Assam „	3	4
Cooch Behar „	1	1

Commencing with the year 1873, the Commissioner of the division will, in consultation with the Circle Inspector, notify, not later than the 1st May of each year, the number of junior scholarships to be allotted to each district at the ensuing December examination. Scholarships not taken up by the district to which they are allotted, will be awardable to the highest students who had failed to obtain a scholarship in any other district of the division. If the scholarships allotted to a division cannot be taken by its students, the surplus scholarships will be awardable to the highest students in any district of the same province who may have failed to obtain a scholarship. In the present

* As regards the working of this rule, it is to be understood that exceptions will be allowed in special cases, provided the candidate has removed from one school to another with the permission of the Inspector, such permission, however, must only be given in cases of urgent necessity

year scholarships will be allotted with a general reference to the above distribution, but a discretion is reserved.

9. Not less than one-half of the scholarship-holders of each Commissioner's division, who follow the University course, must henceforward select the alternative course in science prescribed by the University, and must hold their scholarships at a college where such a course is taught. The highest scholarship-holders of each tract may elect which course they will study; but if they elect for the arts course, the lower scholarship-holders must take the science course or vacate their scholarships in favor of candidates next on the list.

10. From the year 1873 not less than one-half of the junior scholarships of each division must be awarded to students who have qualified in drawing, surveying, and physical geography. Thus, if seven scholarships are allotted to the Hooghly district, and the three highest candidates of the district have not qualified in these subjects, then the remaining four scholarships must be awarded to the highest candidates who, having qualified in these subjects, have also passed the Entrance examination. In the present year a discretion is reserved to award scholarships to any students who, doing well in other subjects, show a knowledge of the special subjects mentioned.

11. From the year 1873 an examination will be held at convenient centres for every school where there is an Entrance class, at some date not later than the first week in October. The examination papers will be the same for all districts of a circle, and will be set by committees nominated by the Commissioners and the Inspectors of Schools. There will be one paper in physical geography and one in surveying; specimens of the survey work and of the drawings done by each candidate during the year will be sent in with the candidate's papers to the examining committee. The papers and specimens will be marked thus:—

	Maximum.
Physical Geography	60
Drawing	60
Surveying	60
Total ...	180

The Commissioner and the Inspector will issue rules regulating the time and the place for the survey examination of the several schools of each division, and will require certificates from the masters of Government, aided, or private schools regarding the specimens of each candidate's survey work and drawing.

12. A fee of one rupee will be payable by each candidate for the survey examination, and such fee will be credited to the funds of the school where such candidate may be studying. The Inspector of Schools will pass from his contingent grant fees to the examiners at the rate of Rs. 20 for each paper set, and Rs. 2 for each candidate whose papers and specimens have to be examined. The papers will be simple, and will be set out of the text-books used in the school, and will contain problems and questions arising out of those text-books.

13. No candidate who cannot read and write with facility and correctness one of the vernacular languages of the Lower Provinces can obtain or hold a junior scholarship.

14. The holders of scholarships in all Government colleges are required to pay the usual monthly fees which are levied from other students, provided always that no scholarship-holder shall be required to pay a higher fee than Rs. 10 per mensem.

1872.

Senior Scholarship Rules.

FIFTY senior scholarships are open annually, to be competed for in the First Examination in Arts by candidates educated in colleges affiliated to the University of Calcutta.

2. These scholarships are of two grades: ten of the first grade, with stipends of Rs. 25 per mensem; and forty of the second grade, with stipends of Rs. 20 per mensem.

3. With the sanction of the Director of Public Instruction, a senior scholarship may be held at any one of the "affiliated" colleges which may be selected by the holder, provided that the course in science or art which he selected is there taught.

4. Each scholarship is tenable for two years, provided that due progress, under a collegiate course of instruction, is regularly made by the holder, a certificate of the fact being submitted at the end of the first year by the principal of his college.

5. Second year students alone are eligible, *i.e.*, those students who passed the Entrance Examination two years before presenting themselves for the First Examination in Arts.

6. The ten scholarships of the first grade are open to all "affiliated" institutions without distinction, and will be awarded, for the present, to the candidates who obtain highest marks in all subjects. From 1874, a certain porportion will be given to science students and to the best students in special subjects. Students who hold these scholarships may select the course of study which they will follow.

7. The forty scholarships of the second grade are served for students at "affiliated" institutions in different tracts of Bengal, thus—

	No. of scholarships.
Hooghly district	6
Midnapore „	2
Town of Calcutta	9
Presidency division, outside Calcutta ..	3
Moorshedabad district	2
Rajshahye „	2
Dacca and Chittagong divisions	6
Patna and Bhaugulpore „	6
Orissa division	2
Assam and Cooch Behar divisions ..	2

and will be awarded to the candidates from each tract who get highest marks at the examination, and who do not gain scholarships of the first grade, provided their names appear in the first or second division of the list of passed candidates. Any candidate of Behar, Assam, or Orissa, who falls below the second division, may be specially recommended by his district committee for any vacant scholarship. Not less than one-half of the scholarship-holders of each tract must henceforward elect for the science course, and must hold their scholarships at a college were such course is taught. The highest scholarship-holders of each tract may elect which course they will study, but if they elect for the arts course, the lower scholarship-holders must take the science course, or vacate the scholarships in favor of the candidates next on the list.

8. The holders of senior scholarships in all Government colleges are required to pay the usual monthly fees which are levied from other students.

No. 47, dated Calcutta, the 4th January 1873.

From—J. WARE EDGAR, ESQ., Offg. Junior Secy. to the Govt. of Bengal,

To—The Director of Public Instruction.

I AM directed to inform you that His Honor the Lieutenant-Governor is pleased to approve of your proposal that the surplus scholarships not taken up by the districts for which they are assigned should not lapse, but be awarded in order of merit from the general list without reference to districts.

No. 4602, dated Calcutta, the 23rd December 1872.

From—J. WARE EDGAR, ESQ., Offg. Junior Secy. to the Govt. of Bengal,

To—The Director of Public Instruction.

I AM directed to acknowledge the receipt of your letter No. 4601, dated the 10th December, and in reply to say that the personal allowances granted by you during the current year may be continued if the district committees see fit to continue them. For the future district committees will have full control over the expenditure of higher schools, subject to the limitation of the net Government grant. His Honor desires that committees will expend such surplus funds as they may have in reducing the fees in the lower classes of Government schools, and not in giving special allowances to masters.

No. 4603.

COPY forwarded to the Accountant-General for information.

By order of the Lieutenant-Governor of Bengal,

J. WARE EDGAR,

Offg. Junior Secretary to the Govt. of Bengal.

CALCUTTA,

The 23rd December 1872.

No. 94, dated Burdwan, the 28th December 1872.

From—C. T. BUCKLAND, ESQ., Commissioner of the Burdwan Division,
To—The Offg. Secretary to the Government of Bengal, Revenue Dept.

I HAVE the honor to submit, in original, a report from Mr. H. L. Harrison, the Officiating Magistrate of Midnapore, forwarding a proposal for promoting primary education in that district, in accordance with the Government resolution of the 30th September last; and beg to state that I should have submitted it sooner if it had not been for the lamented death of Mr. Martin, the late Inspector of Schools. I have reason to know that Mr. Harrison's proposals had Mr. Martin's concurrence and approval, and I believe that they will also be sanctioned by the Lieutenant-Governor, who has already expressed himself in favour of the scheme of payment by results.

2. Mr. Harrison will be reminded that there are some wards' estates in the Midnapore district in which, although they are generally small, some new patshalas may, if possible, be opened.

3. With reference to paragraph 9 of Mr. Harrison's letter, proposing to establish a normal class in connection with the present normal school for patshala gurus, I should also wish to have authority to devote a portion of the money to the opening of a medical class in connection with it; so that the knowledge of the art of administering European drugs according to the principles of European medical science, may be more widely disseminated, and the ignorance and prejudices of the people of Midnapore on the subject of European medicines, which seem still to be considerable, may be to some extent removed.

4. I have requested Mr. Harrison to submit his scheme to the District Education Committee, as I understood this course to be prescribed by paragraph 15 of the Government resolution, which declares that the Magistrate is to act with the advice of, but not to be controlled by, the District Committee; and this course seems to me to be also dictated both by courtesy and good policy, as the Committee would be more likely to support a plan on which they have been consulted, than one which had been adopted and introduced on the Magistrate's sole authority.

No. 11T, dated Camp Gurbetta, the 13th November 1872.

From—H. L. HARRISON, ESQ., Offg. Magistrate of Midnapore,
To—The Commissioner of the Burdwan Division.

WITH reference to the Government letter No. 3521A4, dated the 30th September 1872, and to your circular No. 144, received this date, I have the honor to forward the following proposal for promoting primary education in this district, in accordance with the Government resolution of the 30th September last.

2. From Appendix A it appears that Midnapore has assigned to it a grant of Rs. 3,800 for the remainder of the current year, and of Rs. 11,400 for 1873-74, while from Appendix B it appears that with this money 250 additional patshalas ought to be opened.

3. This number, however, seems to have been fixed on a general principle, and not with any reference to the existing state of education in this district; and from paragraphs 11 and 12 of the resolution I am led to infer that it will not be contrary to the wishes of Government if, in this district, endeavours are rather directed towards taking up and utilizing existing agency than to establishing absolutely new schools.

4. It will be seen from Appendix B that Midnapore already has 1,943 schools, a far larger number than any other district in Bengal except Cuttack, and that of these over 1,700 are indigenous patshalas. If the entire grant therefore were spent on establishing more patshalas, it would only increase the existing number by about 15 per cent.; moreover, it would probably cause many of the indigenous schools to close in the hope of re-opening as Government patshalas : at any rate, it would create a sense of injustice in the minds of the present gurus, and of the villagers among whom they labour, if it were made to appear that, by having done something for themselves, they have thereby lost the chance of being helped by Government.

5. I propose, then, to use the grant principally in inducing the numerous existing patshalas to place themselves under general control and direction, reserving a portion only for opening Government patshalas in localities where comparatively few or none already exist ; and to direct my endeavours, first, to obtaining quarterly returns from these patshalas, showing the number of boys, and what they learn ; second, to inducing them to place themselves under inspection ; third, to organizing a means of modifying the system and subjects of study when found advisable, and of improving the future gurus.

6. For this purpose I propose to give a rupee per return, or Rs. 4 per annum, to all gurus who submit such returns in a very simple form to be prescribed. They may submit it either by post or to the police station, whichever they prefer.

7. Next, I propose to allow all patshalas which agree to place themselves under inspection, the right of sending up candidates for the primary scholarships ; and, as a further inducement, to allow at each annual inspection a certain sum to be paid for each boy who can read, write, do simple arithmetic, zemindari accounts, and simple mensuration. The amount would depend on the number of schools which come in under these terms, and instead of pressing the older gurus to teach mensuration (say) against their will, I would merely allow a liberal sum for all boys who show proficiency in its essential rudiments, and thereby lead them to take to it for self-interest.

8. Supposing, for instance, that 1,000 indigenous patshalas out of the 1,700 place themselves under control and inspection on these terms, for submitting quarterly returns, they would each get Rs 4 per annum. Say that 2 annas were allowed for each boy that could read, 2 annas for each that could write, 4 annas for arithmetic; 8 annas for zemindari accounts, and 1 rupee for mensuration ; and say that, *as an average*, each patshala had five boys that could read and write, two that

could do arithmetic, one that could do zemindari accounts, and one mensuration, the cost would be—

					Rs.	A.	Rs.
For returns	...	Rs. 4-0		×	1,000	...	4,000
„ reading	...	0-2	As.	×	5 × 1,000 =	10,000 =	625
„ writing	...	0-2	„	×	5 × 1,000 =	10,000 =	625
„ arithmetic	...	0-4	„	×	2 × 1,000 =	6,000 =	375
„ zemindari accounts		0-8	„	×	1 × 1,000 =	8,000 =	500
„ mensuration	...	1-0	„	×	1 × 1,000 =	...	1,000
					Total	...	4,125

This would leave a margin of over Rs. 4,000 for other purposes, and I would fix the allowance for reading, writing, and other subjects with special reference to the numbers estimated as likely to come forward so as to leave about the sums named for other purposes.

9 With this sum I propose (1) to found a certain number of new schools with grants of about Rs. 30 per annum; (2) to establish a normal class in connection with the present normal school for patshala gurus, at which I hope to train sufficient gurus to supply the indigenous schools which become vacant in the ordinary course.

10. Though the sum I can thus award each indigenous school is very small, I hope that it will be a tangible inducement, because it will be too obviously insufficient to induce the people to diminish their payments in consequence. There is no doubt (I have even heard instances in my present tour) that they contribute in a much more niggardly manner to *stipendiary* gurus than they do to those unpaid by Government, and a guru who comes under Government pay usually loses somewhat in his other income.

11. In this district we shall now have patshalas established under the improved patshala system. Sonthal patshalas under Dr. Phillips, and now indigenous patshalas, all intended to extend over the same field of education, and in course of time it will, I think, be necessary gradually to unify them; but I propose at first to leave them side by side untouched, so that each system may be fairly tried before any such steps are taken.

12. I also venture to express an opinion that even the indigenous schools now proposed to be taken in hand will have to be lowered, not in quality of education, but in the object aimed at by the students, before the gaol aimed at in paragraph 5 of the report is attained. Even the pupils of indigenous schools mainly aim at becoming clerks, attorneys, *et hoc genus omne;* and the great difficulty I apprehend is the recoil that will be felt when it first becomes clearly apparent that Government has resolutely set its face against primary education being abused for that purpose. Till this, however, is overcome, the first real step in promoting primary education will not have been surmounted, and you may therefore rely on my using my best endeavours to overcome it. This view may be more readily accepted when it is recollected that even in Midnapore under 20,000 children attend school, including the 1,700 indigenous schools, while the total number of boys is over

450,000. Those who read mostly represent the castes and classes who aim at obtaining sedentary occupations of some sort or other, that is, go in for secondary education truly so called.

No. 74, dated Calcutta, the 6th January 1873.

From—The Offg. Secretary to the Government of Bengal, General Department,

To—The Commissioner of the Burdwan Division.

I AM directed to acknowledge the receipt of your letter No. 94, dated 28th December 1872, forwarding a letter from Mr. H. L. Harrison, Magistrate of Midnapore, containing a proposal for the promotion of primary education in the district of Midnapore.

2. In reply I am to say that the Lieutenant-Governor is of opinion that the District Education Committee should be consulted on the subject, as you suggest. If they agree, then His Honor would gladly accept Mr. Harrison's proposal, and trusts that he and his Deputy and Sub-Inspectors will occupy themselves actively in carrying it out. The system is undoubtedly, in the circumstances of the district of Midnapore, the best, if only it can be well carried out, and the Lieutenant-Governor is sure that Mr. Harrison will give his attention to it, and it will have the fairest trial in his hands.

3. On the whole subject of education His Honor is anxious not to tie district officers down too tightly to any particular plan. He would give much latitude with reference to the circumstances of each district, and the various forms in which we may try to obtain success in a great undertaking which is yet but in the stage of experiment. The Lieutenant-Governor quite thinks that, speaking generally, such a system as Mr Harrison proposes for encouraging and extending existing schools on a payment by result system, will be the best in the districts of Western Bengal and Orissa, where indigenous schools are already numerous. In many other districts where indigenous schools are very few, the bulk of our money and the strength of our energies should be mainly devoted to establishing new schools. In any case, success will entirely depend on the personal energy and devotion of the officers engaged in the work. His Honor trusts that district and sub-divisional officers will not only themselves sketch out plans and stimulate their execution, but, remembering that they cannot do everything themselves, will utilize to the very utmost the Deputy and Sub-Inspectors placed at their disposal. The Lieutenant-Governor particularly trusts that the latter officers, whether they have, or have not, departmental prejudices, remembering that they are employed by Government to carry out the new system, will do so zealously and earnestly. Upon them success or failure must in the end depend. His Honor will not tolerate any lukewarmness, far less any obstructiveness; but, on the other hand, if, as the Lieutenant-Governor trusts they will, they throw themselves heartily into the work undertaken by Government, and are successful in their efforts to bring it to a successful issue in their respective circles, the fullest credit will be given to them, and their advancement will follow their merits in this respect.

4. The Lieutenant-Governor is deeply sensible of the difficulty suggested in the 12th paragraph of Mr. Harrison's letter, but that is a difficulty which affects all attempts to educate the people, and does not belong to any particular scheme. If we were to yield to this difficulty, we must say that the people are to go uneducated, lest they should come to dislike manual labor. It is undoubtedly the case in this country that we are at present constantly involved in disheartening dilemmas due to this cause; that is to say, people who are uneducated cannot work intelligently, and people who are educated will not work. An attempt was made to train up educated young men in the Botanical Gardens, but as soon as they knew a little English they went off to be clerks, preferring a writer's career to being superior gardeners. In the artizan school at Dehree, which is an extraordinary success for boys of European extraction, the Lieutenant-Governor is told that natives cannot be got even on the very favourable terms on which education and instruction are given, because the sons of blacksmiths and masons have not the primary education which is required to begin with, while the boys who can read and write go off as soon as they are sent to the workshops to learn the manual part of the business. Still we must not give up the attempt to get over these difficulties. The Lieutenant-Governor believes it is because education is so rare that all educated youths think they should rise above their proper level. If we succeed in making education more general, they will find that they can no longer expect thus to rise. They will, it may be hoped, learn to value the benefits of primary education in their own sphere of life, and in many cases they may rise above it if they will work: for instance, if the son of a blacksmith can read and write, he may not disdain to join an artizan school, and combining education with manual skill may rise to be an artizan of a high class, or even be a mechanical engineer. His Honor is not without hope that Bengalis may be the first to shake off the trammels of caste and tradition, and if he sees any prospect of a demand for it, he shall certainly try in Bengal such an artizan school as has been tried at Dehree.

5. As for the medical class at the normal school, I am to request that you will be good enough to submit further particulars and proposals as to the teachers, the subjects to be taught, and the extent to which lessons in medicine should go.

No. 75.

Copy of the above letter, and of the letter to which it is a reply, forwarded to the Director of Public Instruction, with the request that these instructions will be circulated, and that Magistrates will be requested to impress them particularly on the lower educational officers.

By order of the Lieutenant-Governor of Bengal,

C. BERNARD,

Offg. Secy. to the Govt. of Bengal.

Calcutta,
The 6th January 1873.

No. 73, dated Calcutta, the 7th January 1873.

From—The Offg. Secretary to the Government of Bengal, General Department,

To—All Commissioners.

I AM directed to forward the annexed list, prepared by the Director of Public Instruction in communication with this office, showing the names, salaries, and distribution of the Deputy and Sub-Inspectors of Schools attached to each district.

2. The general scheme of the re-distribution has been to allot one Deputy Inspector on from Rs. 100 to Rs. 200 a month to every district, with the exception of a few small sparsely-peopled districts in Assam or elsewhere. The Deputy Inspectors of very large districts with several sub-divisions will be, if possible, men on salaries of Rs 150 to Rs. 200 a month. For the very small districts, and as far as possible for every sub-division, a Sub-Inspector will be appointed. Where the head-quarters sub-division is very large, or has many schools, a Sub-Inspector will be allowed for the head quarters division. All new Sub-Inspectors will be appointed on either Rs. 30 or Rs. 40 a month, and may rise to a maximum of Rs 50 The Commissioner will decide in each case whether the nominee should begin on Rs. 30 or Rs. 40 a month. Appointments to such posts will be made by the Magistrate subject to the Commissioner's approval. The Educational Department will give any assistance in finding men that may be asked of them. At the outset, and until the system is in working order, additional Deputy Inspectors are attached to the large districts of Burdwan, Nuddea, and Dacca, either because schools are in those districts specially numerous, or because the present incumbents cannot well be provided for elsewhere. Hereafter, as vacancies occur, the staff of each district will consist of one Deputy Inspector with a sufficient number of Sub-Inspectors under him.

3. For the Orissa division a Joint-Inspector on Rs. 250 is sanctioned; and the appointment will be filled as soon as the views of the Commissioner shall have been ascertained.

4. The distribution of Deputy Inspectors and Sub-Inspectors is not to be considered as final, for it will be liable to re-consideration as primary schools multiply in the more backward districts, and when the district officers better know their men. For instance, the great districts of Mymensing, Backergunge, and Sylhet have at present very few schools, and therefore their staff of inspecting officers is at present small. When schools in those districts increase, further Sub-Inspectors may be required; meanwhile the existing staff is distributed as well as circumstances will admit. The Deputy Inspectors and Sub-Inspectors have been arranged so that nowhere except in Assam will a Deputy Inspector have any charge outside the district where he may be stationed. Magistrates will have discretion to alter the head-quarters of any Sub-Inspector or additional Inspector with the Commissioner's sanction. In those cases where the Sub-Inspector of a sub-division does not reside at the sub-divisional station, he should be at once transferred to the sub-divisional head-quarters. Any re-distribution sanctioned by the Commissioner should be reported to the Director for publication in the next Quarterly Civil List.

5. Deputy Inspectors will draw travelling allowance, as heretofore, at the rate of—

4 annas a mile for journeys by dâk.
1½ „ „ „ by rail.
1 rupee a day for halts.

Sub-Inspectors and additional Inspectors will hereafter draw travelling allowance at the rate of—

3 annas a mile by dâk.
1 anna a mile by rail.
8 annas per diem for halts.

For Sub-Inspectors of river districts, who have to travel by boat, a special boat allowance of not more than Rs. 40 a month may be sanctioned by the Commissioner for so long as they are on tour and are obliged to keep up a boat. In addition to the boat allowance no other travelling allowance can be passed.

6. Any reference to Government regarding additional inspecting agency, or on other matters regarding the working of these instructions, should be made by Commissioners through the Director of Public Instruction.

No. 74A.

Copy forwarded to the Director of Public Instruction for information.

By order of the Lieutenant-Governor of Bengal,

C. BERNARD,
Offg. Secy. to the Govt. of Bengal.

Names, salaries, and distribution of the Deputy and Sub-Inspectors of Schools attached to each District.

Districts.	Names of Deputy Inspectors.	Grade.	Present Head-Quarters.	Remarks.
		BURDWAN DIVISION.		
		Rs.		
Burdwan	Paramananda Mukhurji	Deputy Inspector, 1st grade, on ... 200	Burdwan.	
	Charu Chandra Chaturji	Additional Deputy Inspector, 2nd grade, on 150	Cutwa	This 2nd grade Deputy Inspector cannot conveniently be removed at present to another district, and some consideration is due to him as his home is in his present district, to which he was transferred after service in several other zillahs.
	Sarat Chandra Chaturji	Sub-Inspector, on 100	Raneeganj.	
	Mokesh Chandra Chaturji	Ditto „ 100	Bood-bood.	
	Sripati Banurji	Ditto „ 75	Culna.	
	Ram Krishna Chaturji	Ditto „ 75	Burdwan	To be transferred from Midnapore.
	Braja Ballabh Mitra	Ditto „ 75	Jehanabad.	
Bancoorah	Siv Das Bhattacharya	Deputy Inspector, 3rd grade, on ... 100	Bancoorah.	
Beerbhoom	Bishnu Chandra Mukhurji	Ditto, 1st „ „ ... 200	Sooree.	
	Vacant	Sub-Inspector, on	.....	An additional inspecting officer may be appointed.
Midnapore	Rajkrishna Ray Chaudhuri	Deputy Inspector, 2nd grade, on ... 150	Midnapore.	
	Nil Madhav Banurji	Sub-Inspector, on 75	Ditto.	
	Khetra Mohun Sen Gupta	Ditto „ 75	Tumlook.	
	Durga Prasanna Mukhurji	Ditto „ 75	Garbetta.	
	Hari Charan Das	Ditto „ 75	Contai.	
Hooghly with Howrah	Ambica Charan Basu	Deputy Inspector, 3rd grade, on .. 100	Hooghly.	
	Nava Gopal Mukhurji	Sub-Inspector, on 75	Serampore.	
	Madhav Chandra Tarkisiddhanta ...	Additional Deputy Inspector, 2nd grade, on 150	Howrah.	
	Vacant	Sub-Inspector, on	Oolubaria	An additional man required to start new patshalas.
		PRESIDENCY DIVISION.		
24-Pergunnahs and Calcutta.	Jagat Chandra Banurji	Deputy Inspector, 1st grade, on ... 200	Calcutta.	
	Hara Mohan Bhattacharya ...	Sub-Inspector, on 100	Nakuldanga, for Diamond Harbour sub-division.	
	Kali Narayan Raha	Ditto „ 75	Govirdanga, for sub-division of Busseerhat and Satkhira.	
	Vacant	Ditto „	.....	Babu Radhika Prasanna Mukhurji, Deputy Inspector, 2nd grade, is transferred in 1st grade to Jessore.
	Vacant	Ditto „	.....	Babu Nilmani Mukhurji, M.A., Deputy Inspector, 3rd grade, is appointed to the Presidency College. Two new men are to be appointed in place of them.

Districts.	Names of Deputy Inspectors.	Grade.	Present Head-Quarters.	Remarks.
		PRESIDENCY DIVISION.—(*Continued.*)		
		Rs		
Nuddea	Sripati Mukhurji	Deputy Inspector, 2nd grade, on .. 150	Kishnaghur.	
	Mohendra Nath Ray	Additional Deputy Inspector, 2nd grade, on 150	Kanchrapara, for sub-division of Ranaghat.	This man lives in his native village. He is an old officer, and has been long in the district. He cannot be conveniently transferred elsewhere.
	Nilmadhab Mukhurji	Additional Deputy Inspector, 2nd grade, on 75	Muragacha, for sub-division of Mehurpur.	
	Gauri Sankar Ghosal	Additional Deputy Inspector, 2nd grade, on 75	Bongong, for sub-division of Bongong and Chuadanga.	
	Rajendra Purkait	Additional Deputy Inspector, 2nd grade, on 75	Kushba, for sub-division.	
Jessore	Radhika Prasanna Mukhurji	Deputy Inspector, 1st grade, on . . 200	Jessore	Transferred from 24-Pergunnahs, where he was in the 2nd grade.
	Syamalal Dutta, B.A.	Sub-Inspector, on 100	Narail.	
	Becharam Ray	Ditto „ 75	Jhenidah.	
	Annada Chundra Mitra	Ditto „ 75	Khulna.	
	Jasada Nanda Sarcar	Ditto „ 75	Bagirhat.	
	Piyari Mohan Sen	Ditto „ 75	Magoorah.	
		RAJSHAHYE DIVISION.		
Moorshedabad ..	Mati Lal Maitra	Deputy Inspector, 3rd grade, on ... 100	Berhampore.	
	Bani Madhab Chaki	Sub-Inspector, on 75	Lalbagh.	
	Dwarka Nath Banurji	Ditto „ 75	Kandi.	
	Brojo Mohon Tarkalankar	Ditto „ 75	Jangipore.	
Dinagepore .. .	Dwarka Nath Dutta	Deputy Inspector, 3rd grade, on ... 100	Dinagepore.	
	Sashi Bhusan Sen	Sub-Inspector, on 75	Thakurgram.	
	Baikantha Nath Goswami	Ditto „ 75	Gangarampore.	
	Gavinda Chandra Chakravati ...	Ditto „ 75	Chamtaman.	
Maldah . ..	Iswar Chandra Khasnavis	Deputy Inspector, 3rd grade, on ... 100	Maldah.	
Rajshahye ...	Piyari Mohan Mukhurji	Ditto 2nd „ „ .. 150	Rampore Beauleah.	
	Uma Kantha Das	Sub-Inspector, on 75	Ditto ditto.	
	Kali Nath Chaudhuri	Ditto „ 75	Nattore.	
Rungpore ...	Sarat Chandra Das	Deputy Inspector, 2nd grade, on ... 150	Rungpore.	
	Ganga Nath Ray	Sub-Inspector, on 75	Gaibanda.	
	Mohima Chandra Chatturji	Ditto „ 75	Olipore.	
	Bisesuar Sen	Ditto „ 75	Koargunj.	
Bogra	Hari Har Das	Deputy Inspector, 3rd grade, on ... 100	Bograh.	
Pubna	Bhuban Mohan Nyagi . .	Ditto, 2nd „ „ . 150	Pubna.	
	Bir Chand De	Sub-Inspector, on 75	Ditto.	
	Mohes Chandra Chakravarti	Ditto „ 75	Serajgunj.	

COOCH BEHAR DIVISION.

			Rs.		
Julpigoree	Ram Chandra Bhumik	Sub-Inspector, on	75	Julpigoree.	
Goalpara	Vacant	Ditto „		.....	No separate Deputy Inspector has hitherto been appointed. The district has been under the Deputy Inspector of Kamroop. A new man is required.

DACCA DIVISION.

Dacca	Baikantha Nath Sen	Deputy Inspector, 1st grade, on ...	200	Dacca.
	Kailash Chundra Sen	Additional Deputy Inspector, 2nd grade, on	150	Ditto ... ...
	Uma Kisar Ray	Sub-Inspector, on	100	Manickgunge.
Furreedpore	Tarak Nath Sen	Deputy Inspector, 2nd grade, on ...	150	Furreedpore.
Backergunge	Saroda Prosad Ray	Ditto, 3rd „ „ ...	100	Barisal.
	Krishna Nath Banurji	Sub-Inspector, on	75	Ditto.
Mymensing	Baikanth Nath Ray	Deputy Inspector, 3rd grade, on ...	100	Mymensing.
	Probod Chundra Sen	Sub-Inspector, on	75	Jamalpore.
Sylhet	Nava Kisar Sen	Deputy Inspector, 2nd grade, on ...	150	Sylhet.
Cachar...	Vacant	Sub-Inspector, on	75	Silchar ... ... To be appointed.

CHITTAGONG DIVISION.

Chittagong, including the Hill Tracts.	Brajendra Kumar Guha	Deputy Inspector, 3rd grade, on ...	100	Chittagong.
Noakhally	Nanda Lall Sen	Ditto „ „ ...	100	Noakhally.
Tipperah	Bidya Dhar Das	Ditto „ „ ...	100	Commillah.

PATNA DIVISION.

Patna	Suraj Mul	Deputy Inspector, 1st grade, on ...	200	Patna.
	Elahi Baksh	Sub-Inspector, on	50	Barh.
	Gujadhar Prasad	Ditto „	30	Dinapore.

Districts.	Names of Deputy Inspectors.	Grade.	Present Head-Quarters.	Remarks.
		PATNA DIVISION—(*Continued.*)		
		Rs.		
Gya	Siva Narayan Trevedi	Offg. Deputy Inspector, 3rd grade, on 100	Gya.	
	Suraj Prasad Tewary	Offg. Sub-Inspector, on 50	Jehanabad	
	Prayag Dutta Dubey	Sub-Inspector, on 30	Aurangabad.	
Shahabad	Vacant	Deputy Inspector, 3rd grade, on ... 100	Arrah	Shahabad and Patna have hitherto been under one Deputy Inspector A new man is required.
	Share Ally	Sub-Inspector, on 50	Ditto.	
	Barkat Khan	Ditto „ 30	Bhabooah.	
Tirhoot	Abdul Rohim	Deputy Inspector, 2nd grade, on . 150	Mozufferpore.	
	Ganesh Prasad	Sub-Inspector, on 50	Hajipore.	
	Ramdhan Panday	Ditto „ 30	Mudhubani.	
Sarun	Dip Narayan	Offg. Deputy Inspector, 3rd grade, on 100	Chaprah.	
	Muhammed Jan	Sub-Inspector, on 30	Sewan.	
Champaran .. .	Janki Prasad	Ditto „ 50	Moteeharee.	
		BHAUGULPORE DIVISION.		
Monghyr	Bhagwan Prasad	Deputy Inspector, 3rd grade, on ... 100	Monghyr.	
	Aba Mahomed	Sub-Inspector, on 50	Begu Serai.	
Bhaugulpore	Elahi Baksh	Offg. Deputy Inspector, 2nd grade, on 150	Bhaugulpore.	
	Keerat Chand	Sub-Inspector, on 30	Madehpurah.	
	Jasada Nanda	Ditto „ 30	Bousee.	
Purneah	Dwarka Prasad	Offg. Deputy Inspector, 3rd grade, on 100	Purneah.	
	Kali Sahay	Sub-Inspector, on 30	Ditto	
	Kamla Prasad	Ditto „ 50	Arrareah.	
Sonthal Pergunnahs ...	Vacant	Deputy Inspector, 3rd grade, on ... 100	...	The Sonthal Pergunnahs have hitherto been under the Deputy Inspector of Bhaugulpore. A new man is required.
	Gunpat Lal	Sub-Inspector, on 30	Godda.	
		ORISSA DIVISION.		
Cuttack	Piyari Mohan Sen	Deputy Inspector, 3rd grade, on ... 100	Cuttack.	
Pooree	Gobind Chundra Mahapatra ...	Sub-Inspector, on 75	Pooree.	
Balasore...	Radha Nath Ráy	Deputy Inspector, 3rd grade, on ... 100	Balasore.	

CHOTA NAGPORE DIVISION.

Hazareebaugh ...	Biresvar Chakravarti	Deputy Inspector, 3rd grade, on ... Rs. 100	Hazareebaugh.	
Lohardugga	Lal Mohan Bhattacharya	Ditto 4th „ „ ... 75	Ranchee.	
	Vacant	Sub-Inspector, on 50	Palamow.	
Singbhoom	Chandi Charn Majumdar	Ditto „ 75	Chaibassa	Transferred from Burdwan.
Maunbhoom	Srinath Dutta	Ditto „ 75	Purulia.	

ASSAM DIVISION.

Kamroop	Sasibhusan Dutta	Deputy Inspector, 2nd grade, on . 150	Gowhatty.	
Durrung and Nowgong	Hari Mohan Lahiri	Ditto 3rd „ „ ... 100	Nowgong	One Deputy Inspector is in charge of Nowgong and Durrung.
Sibsagar and Lakhimpur	Ratnadhar Dutta	Ditto 3rd „ „ .. 100	Sibsagar	One Deputy Inspector is in charge of Sibsagar and Lakhimpur.
Khasi and Jynteah Hills	U. Sawan Ray	Sub-Inspector, on 75	Shillong.	

Total Staff of Deputy Inspectors sanctioned as per Government letter No. , *dated the 7th January* 1873.

Division.	Deputy Inspectors.			Sub-Inspectors.			Additional Deputy Inspector temporarily attached to the division, to be replaced hereafter by a Sub-Inspector.	Remarks.
	1st grade, on Rs. 200.	2nd grade, on Rs. 150.	3rd grade, on Rs. 100.	1st grade, on Rs. 100.	2nd grade, on Rs. 75.	3rd grade, on Rs. 30 to 50.		
Burdwan	2	2	2	2	8	2	One additional officer on Rs. 150 a month in Burdwan.	
Presidency	2	1	...	2	8	2	One additional officer on Rs. 150 a month in Nuddea, with headquarters at Ranaghat.	
Rajshahye	... ..	3	4	.....	13	.....		
Julpigoree	.....	.....	... ...	.....	1	1		
Dacca	1	2	2	1	3	.....	Additional Deputy Inspector for Dacca on Rs. 150 per mensem.	
Chittagong	... ..	... ..	3	.....	.....	.....		
Patna	1	1	3	.....	.... .	10		
Bhaugulpore	.....	1	3	... ..	....	6		
Orissa	.....	.....	2	.....	1	.....	.....	A Joint-Inspector is sanctioned for the division on a salary of Rs. 250 a month.
Chota Nagpore	.....	. ...	1	...	3	.....		
Assam	.....	1	1	1	1	.....		
Total ...	6	11	21	6	38	21	3	

Dated Calcutta, the 7th January 1873.

RESOLUTION—By the Government of Bengal in the General (Education) Department.

READ—

The orders of Government of to-day's date—

(1) circulating a list of the inspecting officers of the Educational Department attached to every district in Bengal;

(2) conveying an expression of the Lieutenant-Governor's views on the Midnapore Magistrate's scheme for improving the primary schools of Midnapore by paying the existing schoolmasters by results.

1. The Lieutenant-Governor has desired that these papers should be circulated to all Magistrate-Collectors, with an expression of his hope that they, the District Committees, and their subordinates, will do what may be possible to carry out the views of Government in such way as the present condition of primary education in each district may dictate. He feels confident that the Commissioners and Circle Inspectors will do their best to guide and advise the district officers and District Committees.

2. The Lieutenant-Governor has agreed, on the representation of the Commissioner of the Orissa Division, to the appointment of a Joint-Inspector of Schools for the Orissa Division, with head-quarters at Cuttack.

3. The Lieutenant-Governor has directed that the subordinate inspecting officers of each district be called Sub-Inspectors, in order to make clear that they are subordinate to the District Committee and the Magistrate, and must take instructions either from the sub-divisional officer or from the Deputy Inspector of the district.

4. The Lieutenant-Governor would draw the especial attention of all district officers to his desire, expressed in these papers, not to tie down district officers to any one or more plans of promoting primary education. The grant made is to be spent to the best advantage. In some districts it may often be desirable that a part of the primary school grant should be devoted to providing decent school-houses for village schools; ordinarily a decent open thatched shed, built mainly of bamboos, would suffice. At present our patshalas are sometimes crowded into dark, unpleasant hovels.

5. The Lieutanant-Governor would further repeat what has already been said, that as municipal schools may hereafter be arranged for on different principles, it is desirable that the money now available should be spent as far as possible in villages and not in towns.

No. 110A.

COPY forwarded to the Director of Public Instruction for information, in continuation of this office endorsements No. 74A, dated 7th January, and No. 75, dated 6th January 1873.

No. 110B.

COPY of this, together with copy of the following papers—

(1) letter No. 94, dated 28th December 1872, and its enclosure, from the Commissioner of Burdwan;

(2) letter No. 74, dated the 6th January 1873, to the Commissioner of Burdwan;

(3) letter No. 73, dated 7th January 1873, and its enclosure, to all Commissioners;

forwarded to all Magistrate-Collectors for information

By order of the Lieutenant-Governor of Bengal,

C. BERNARD,

Offg. Secy. to the Govt. of Bengal.

CALCUTTA,

The 7th January 1873.

No. 39, dated Calcutta, the 3rd January 1873.

From—C. BERNARD, ESQ., Offg. Secretary to the Government of Bengal, General Department,

To—The Commissioner of Dacca.

WITH reference to the enclosed copy of a letter from the Magistrate of Furreedpore, I am to observe that under the Primary School Resolution the District Magistrate has full authority to assign a patshala grant, or make payments-by-results to any rural post-master, pound-keeper, or other person who has the ability and the leisure to keep a primary school. In other parts of India the Postal Department has occasionally appointed schoolmasters to rural postmasterships, and the schoolmasters are believed to have done the postal work fairly well without detriment to their other duties. There seems no reason why, if the local postal inspector agrees, the rural postmasters of Bengal should not keep primary schools.

2. A copy of Mr. Wells' letter and this reply will be forwarded to the Postmaster-General of Bengal, and to all Magistrates.

No. 40.

COPY, with copy of the letter from the Magistrate of Furreedpore, forwarded to the Postmaster-General of Bengal, with an expression of the Lieutenant-Governor's hope that the postal authorities will not object to rural postmasters becoming schoolmasters as well as postmasters.

No. 41.

COPY, with copy of the letter from the Magistrate of Furreedpore, forwarded to the Director-General of Post Offices, with an expression of the Lieutenant-Governor's hope that the postal authorities will not object to rural postmasters becoming schoolmasters as well as postmasters.

No. 42.

COPY, with copy of the letter from the Magistrate of Furreedpore, forwarded to all Commissioners for information.

No. 43.

COPY, with copy of the letter from the Magistrate of Furreedpore, forwarded to all Magistrates and Deputy Commissioners for information.

By order of the Lieutenant-Governor of Bengal,

C. BERNARD,

Offg. Secy. to the Govt. of Bengal.

CALCUTTA,

The 3rd January 1873.

Rules for the guidance of District Committees of Public Instruction, sanctioned by Government. Dated 1st February 1873.

IN REGULATION DISTRICTS.	IN NON-REGULATION DISTRICTS.
Commissioner,—*President.*	Commissioner,—*President.*
Magistrate,—*Vice-President.*	Deputy Commissioner,—*Vice-President.*
Joint-Magistrate.	Assistant Commissioner.
Inspector of Schools.	Inspector of Schools.
Principal of College or Head-master of High School, if any	Principal of College or Head-master of High School, if any.
Deputy Inspector of Schools.	Deputy Inspector of Schools.

1. IN each district* the Committee of Public Instruction will be composed of the officers noted in the margin, with any other official or non-official residents who may be appointed by Government on the nomination of the Commissioner.

2. The Secretary to the Committee will be appointed by Government upon the recommendation of the Commissioner.

3. All the Government schools in each district are placed under the supervision of the District Committee.

4. Grant-in-aid schools will be managed by their own Committees under the supervision of the Inspectors, but the grants to such schools will be made on the recommendation of the District Committee, the opinion of the Inspector being required on each several application and on the annual allotment of the district grant.

5. Patshalas and all other schools which receive grants otherwise than under the grant-in-aid rules will be under the control of the Magistrate of the district and the sub-divisional officers assisted by the inspecting officers, and the grants to these schools will be allotted by the Magistrate with the advice of the Committee.

GOVERNMENT ZILLAH SCHOOLS.

6. The current business of the zillah school will be conducted by the Head-master under the general direction and control of the District Committee, and in accordance with the rules of the Department of Public Instruction.

* These rules do not apply to Calcutta.

7. The funds of the school will be administered by the Committee. They consist of annual income and funded property.

8. The income comprises (*a*) receipts from fees and fines; (*b*) donations and subscriptions; (*c*) interest of funded property; (*d*) the net grant from provincial revenues. All receipts must be paid into the treasury.

9. The expenditure will be under the control of the Committee, who will effect all payments by bills drawn upon the treasury. The bills will be drawn monthly or otherwise by the Head-master, and will be countersigned for payment by the Vice-President of the Committee. Sums not exceeding Rs. 100 at any one time may be drawn, when required as advances for current expenditure, by bills signed by the Vice-President and one other member of the Committee. The balance in favour of the school at the end of each year will be carried to the credit of the school for the following year.

10. The funded property of the school comprises such Government or other securities as the Committee may have been able to acquire; and no portion of such funded property may be expended without the sanction of Government, for which application must be made to the Director of Public Instruction through the Inspector.

Funds belonging to the school, when in the shape of Government or other securities, must be invested in the joint names of the Collector of the district and the Director of Public Instruction.

11. A regular account of all sums credited and expended will be kept by the school, and an abstract of it in the form annexed, marked (A), together with a list of all bills cashed during the quarter, must be forwarded by the Committee to the Inspector quarterly, that is to say, on the 1st day of the months of April, July, October, and January.

12. A register of daily attendance must be kept in the school, and an abstract of it will be forwarded to the Inspector at the end of each quarter in the form annexed, marked (B).

13. A visitors' book will also be kept in the school, in which any member of the Committee can enter such remarks as he may think called for, and this book shall be open to the inspection of the masters, and shall be laid before each meeting of the Committee.

14. No pupil can be expelled without an order of the Committee recorded in writing.

15. Appointments to masterships with salaries of Rs. 50 and less than Rs. 200 a month will be made by the Committee on the nomination of the Inspector; but should the Inspector be unable to make any nomination satisfactory to the Committee, the matter will be referred to the Director for the decision of Government.

Appointments to masterships with salaries under Rs. 50 a month will be made by the Committee, who may call on the Inspector for his advice in making such appointments, and will keep him informed of all arrangements actually made.

Appointments to masterships with salaries of Rs. 200 a month and upwards will be made by Government and gazetted.

16. Leave of absence to masters holding appointments of Rs. 50 and less than Rs. 200 a month will be granted by the Committee with the concurrence of the Inspector.

Leave of absence to masters holding appointments of less than Rs. 50 a month will be granted by the Committee without previous reference to the Inspector.

All leave of absence granted by the Committee must be reported by them to the Accountant-General.

Leave of absence to masters holding gazetted appointments will be granted by Government on the recommendation of the Director.

17. The annual examination will be conducted by the Head-master (in November or December), under the orders of the Committee. He will examine all the classes and submit a report to the Committee, setting forth his opinion on the state of each class and his recommendations for class promotions.

The regular class promotions will take place annually at the commencement of the session, but the Committee may at any time promote a boy specially on the recommendation of the Head-master.

18. An annual report on the school will be prepared by the Committee, who will append thereto the Head-master's report *in extenso*, together with a capital account showing the amount and distribution of the funded property of the school, and all tabular statements that may be required from time to time by the Department of Public Instruction.

This report will be submitted to the Commissioner as part of the annual district report, a duplicate of which will be forwarded to the Inspector.

Government Normal Schools.

19. Government normal schools will be managed in the same way as Government zillah schools.

Government Vernacular Schools.

20. The current business of the Vernacular School will be conducted by the Head-master under the general direction and control of the District Committee.

21. The funds of the school will be administered by the Committee. They consist of annual income and funded property.

22. The annual income comprises (*a*) receipts from fees and fines; (*b*) donations and subscriptions; (*c*) interest of funded property; (*d*) the net grant from provincial revenues. All receipts must, as a general rule, be paid into the local treasury; but in the case of distant schools, the Committee may authorize the Head-master to retain the local receipts, and disburse them in part payment of the monthly charges, drawing the balance only from the treasury.

The balance in favor of the school at the end of each year will be carried to the credit of the school for the following year.

23. The funded property of the school comprises such Government or other securities as the Committee may be able to acquire for the school, and no portion of such funded property may be expended without the sanction of Government. for which application must be made to the Director through the Inspector.

Funds belonging to the school when in the shape of Government or other securities, must be invested in the joint names of the Collector of the district and the Director of Public Instruction.

24. The bills will be drawn for two months together by the Head-master, who will send them to the Deputy Inspector of the district, and the Deputy Inspector will pass the bills for payment under the orders of the Magistrate.

The bills will contain all establishment charges due respectively for the two months ending the 31st March, the 31st May, the 31st July, the 30th September, the 30th November, and the 31st January, and will be supported by corresponding accounts and returns. These accounts and returns, together with a list of the bills passed in respect of them, will be forwarded by the Deputy Inspector to the Inspector for final check and audit.

25. A register of daily attendance must be kept in the school, and an abstract of it will be forwarded to the Deputy Inspector at the end of every two months.

26. A visitors' book must be kept in the school for the remarks of visitors. Every inspecting officer, when he visits the school, will make a note in this book.

27. The appointment of masters will be made as laid down for zillah schools in paragraph 15.

Leave of absence to masters will be granted by the District Committee on applications submitted through the Sub or Deputy Inspector.

28. It will be the duty of the Head-master to furnish the Deputy Inspector of the district with all returns that may from time to time be prescribed, and the Deputy Inspector will submit them with his annual report for the information of the Committee.

Aided Schools.

29. A grant is assigned by Government annually to be expended in grants-in-aid to schools of the upper and middle class in each district. These grants will be distributed on the recommendation of the District Committee, who will in each case take the opinion of the Inspector of the Circle. The Committee's proposals for the distribution of the money will be submitted annually to the Director for the sanction of Government through the Inspector and the Commissioner.

When the grants-in-aid have been assigned to schools of these classes, the District Committee will not interfere in the management of the schools except in cases in which the local managers invite their assistance.

30. The Secretaries of aided schools will submit their bills and accounts every two months to the Deputy Inspector of the district, and the Deputy Inspector will countersign the bills for payment.

The two monthly returns and accounts, together with a list of all bills passed in respect of them, will be forwarded by the Deputy Inspector to the Inspector for final check and audit.

Annual District Report.

31. The Committee will prepare an annual report on the operations of the year and the educational state of the district, and will append thereto the Deputy Inspector's report with complete statistical tables in the forms prescribed. This report will be submitted to the Inspector of the Circle, who will digest the district reports and submit them to the Commissioner with a general report of his own. The Commissioner will forward the report to Government through the Director of Public Instruction with his own remarks.

W. S. ATKINSON,

Director of Public Instruction.

A.

Abstract Account Current of the *School for the Quarter*

ending the *of* 187

Credited.	Rs.	A.	P.	Debited.	Rs.	A.	P.
Assignment from Provincial Revenues for the quarter .				Amount of establishment bills for the quarter			
Schooling fees realized during the quarter, as per Collector's receipt				Amount of contingent bills for the quarter			
Fines realized as per ditto . .				Cost of books supplied during the quarter			
				Prize allowance for three months, at Rs. a month			
Total credited ...				Total debited . .			
Deduct debited .							
Balance of the quarter							
Add balance from previous quarters							
Total balance at credit of the school							

* Here are to be entered also the proceeds of any donation, endowment, &c., or any other receipts from whatever sources.

† Here enter any other payments that have been made during the month.

B.

Abstract of Register of Attendance of the *School, for the quarter ending the* *of* 187

1	2	3	4	5	6	7	8	9	10	11	12	13	14			15			16			17			18			19			20
	Students on the roll.								Average daily Attendance.			Amount of Fees and Fines due for the month.																			
					Analysis of Col. 5.																										
Class.	Net total of last month.	Admitted during the month.	Quitted during the month.	Net total.	Scholarship-holders.	Free students not scholarship-holders.	Pay students.	Rate of fee in each class.	No. present.	No. absent on leave.	No. absent without leave.	Monthly fees.	Entrance and re-admission fees.			Fines.			Unrealized balance from last month.			Total due.			Amount actually collected.			Balance as yet unrealized.			Remarks.
													Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P	
Total ..																														

This Return was forwarded on the of 187

Secretary.

(69)

Circular No. 0, dated Calcutta, the 11th March 1873.

From—C. Bernard, Esq., Offg. Secretary to the Government of Bengal in the General Department,

To—All Commissioners, Magistrates, and Deputy Commissioners.

The question as to the power of district school committees to increase, on their own authority, the salaries of masters from surplus funds having been raised, the Lieutenant-Governor is pleased, in accordance with the spirit of paragraph 10 of the reorganization resolution of 30th September 1872, to direct that district committees should report to Government for approval when they wish to alter a salary of Rs. 50 or upwards. The report should, in each case, show cause for the increase or decrease, and should state how long it is to last, and whether it should be for the term of the present incumbent's tenure, or whether it should be permanent. In all such cases the committees must obtain the sanction of Government before the measure takes effect.

Rules for the Appointment of Deputy Inspectors of Schools and Sub-Inspectors of Schools.

Sanctioned by Government.

Dated the 10th February 1873.

When there is a vacancy in the grade of Sub-Inspector of Schools, the Circle Inspector, acting under the general instructions of the Director, will send a nomination to the Magistrate of the district, who will record approval or disapproval, and if he disapproves, will make another nomination. The Magistrate will then submit the nomination or nominations to the Commissioner, who will appoint the person or one of the persons so nominated, or may, if he see fit, make further inquiry regarding the nominee or nominees.

In the case of Deputy Inspectors the same course will be pursued; but the Commissioner will forward the nomination or nominations with his opinion to the Director of Public Instruction, who will make his recommendations to Government, by whom the appointment will be made and gazetted.

Immediately on the occurrence of a vacancy, the Magistrate may direct any person he thinks fit to take charge of the office and perform the duties of Deputy Inspector or Sub-Inspector until the officers who may be appointed under the above procedure shall take over charge.

In the case of Sub-Inspectors, leave of absence, if for more than three months, will be granted by the Commissioner on the recommendation of the Magistrate; and in the case of Deputy Inspectors, such leave will be granted by Government on the recommendation of the Director.

Short leave of not above three months may be given to Deputy and Sub-Inspectors by the Magistrate, who will make arrangements for carrying on the duties; the Magistrate will intimate such grant of leave, and the arrangements he may make, to the Inspector.

W. S. Atkinson,

Director of Public Instruction.

GRANT-IN-AID RULES IN BENGAL.

The Government of India asked us to consider the grant-in-aid rules in 1870. Sir W. Grey, shortly before he left India, submitted with his opinion reports by Messrs Atkinson and Woodrow. These reports and their subject were again referred to this Government for consideration. Mr. Atkinson has sent in a report which is in effect an expurgated edition of his letter of 1870; his views as expressed now are identical with his views in 1870. Very unreasonable delay has occurred in the re-submission of this question from the Director's office, but we have now the whole question before us.

I think that the Bengal system cannot fairly be compared with that of other administrations. In Bombay the grant-in-aid system is confined within very narrow limits; in Madras a very large proportion of the higher education seems to be in the hands of missions. It is only in Bengal that native-managed English and middle class schools exist on so great a scale, and it would probably be impossible to carry out an accurate payment-by-result system, such as is applied to a few schools in Bombay. The Bengal system has probably been attended with very considerable abuses; the accounts are liable to be misrepresented in order to obtain Government aid when the private resources do not really come up to the required standard, and I have no doubt that this has taken place to some extent. On the other hand, it is clear that among the middle and upper classes there is a real desire for, and appreciation of, education; that the very frauds to which the system is liable are designed not so much to get money as to get education. And I have no hesitation in saying that with all its drawbacks the system prevailing here really has produced very great results; that the money has led to the turning out of such a number of educated young men as could not have been obtained by its direct expenditure on Government schools. So far I should say that, looking at the thing broadly, the money has been on the whole well spent.

2. If our duty were only to follow the old lines and produce as much education as possible of the same kind that we have hitherto produced, I am not prepared to say that we could with advantage make a complete and radical change in the grant-in-aid system. Perhaps it would be better to improve the administration and check the abuses of the existing system. So far as the upper and middle classes are concerned, I think we might thus continue to aid the efforts which the people can and do themselves make. Education seems to be the channel into which the energy of the more enlightened classes of Bengalis flows. In this channel Government aid is certainly utilized; it certainly fructifies much. The only question is, whether this education-loving people are not getting beyond the stage in which much aid is required. In Calcutta and some of the larger and more advanced places in the country education of this kind is distinctly self-supporting when the management is good.

3. On the other hand, all our inquiries more and more disclose the appalling absence of education of any kind among the rural masses

of Bengal and Behar. These masses cannot and do not help themselves. As in most parts of the world, the temptation to employ children in rural labor is great; and the people, poor and ignorant, do not see the need of schools. Among them no grant-in-aid system, such as we now have, will succeed; nor is there much disposition among the upper class to help in the education of the lower masses. To the primary education of the mass of the people the Bengal grant-in-aid system is then wholly inappropriate. If we are to aid them, we must do so in a more direct form, and we must devote to the object all the money we possibly can. A system of grants in proportion to results paid to indigenous village schoolmasters may succeed as it seems to have succeeded in Madras; but this is a different system from that which we are now discussing.

4. The time has passed when grants-in-aid were given without limit on certain rules and conditions. Our educational grant for the province is now fixed and limited, and a good part of it must go to primary education. We no longer can say "whoever conforms to certain conditions shall have a grant-in-aid fixed by established rules;" the demand on such terms has outgrown our means, and all cannot be satisfied. We can only say "we have so much money available for grants-in-aid, and we will distribute it to the best advantage." This state of things seems to me wholly to alter the position of the question discussed between the Government of India and this Government We cannot continue the former grant-in-aid rules; we cannot establish rules for giving fixed aids with reference to results. We must distribute the money we have to the schools which seem on the whole likely to make the best use of it. And in doing so, we must have regard not only to the efforts and contributions of the people themselves, and to the results of those efforts, but also to the circumstances of different districts and places. These now vary immensely. Whilst in some places the demand for education is so great, and the supply of teaching talent so overflowing, that education above the lowest may altogether or almost be left to support itself; in other places, which are more backward, liberal Government aid is most necessary. It is manifest that to these backward districts such aid should be supplied more liberally than in districts where, after long time and large expenditure, schools have learned to stand alone.

5. One of the greatest practical defects of our present grant-in-aid system, or at least of the machinery by which it is supervised, is that the Government is not kept informed, as it should be, of what is being done, and consequently has not the opportunity of regulating the matter. I have repeatedly complained of the meagreness of the Director's reports, and regarding the administration of the grant-in-aid funds they contain the very minimum of information. The Inspectors give long tables of grants, but their educational circles and tables are arranged so differently from the civil divisions that I have much difficulty in following them. The Government has really little control over or voice in the expenditure, and hardly knows who has.

6. I have now directed that the next report should give educational information, district by district, in the order of civil districts,

and propose that the Inspector's circles should be made to correspond with civil districts and divisions. I would distribute the total sum which we can each year give for grants-in-aid in a similar manner. I beg that the Officiating Director will, as soon as possible, let me have a statement showing for each district the number and cost of Government schools and number of scholars, and the same for aided schools, upper and middle, omitting the primary schools or pathsalas, with which I am dealing separately. I will then say in what proportion a lump sum for grants-in-aid should be given to each district.

7. That done, I propose that the present committees which supervise the Government schools at each station should be enlarged into District Committees, of which the local Deputy Inspector of Schools will be Secretary, and that these committees should, on the facts being laid before them by the Secretary, determine how the district grant-in-aid should be distributed to each sub-division, place, and school with reference to the capabilities and necessities of each. The distribution proposed by the committee would be submitted through the Inspector and Director for sanction as the educational grant-in-aid budget for the ensuing year.

8. The Director of Public Instruction was asked to consider in his report the circumstances and claims of the Muhammadans of Eastern Bengal, and I regret to observe that he has altogether omitted to comply with this injunction. I beg that the Officiating Director will now do so. The results of the census, already known, show that this class is enormously large; in some districts it is the larger portion of the population, and that which chiefly follows industrial pursuits The educational destitution of this class is the greatest of all. Muhammadan boys are not altogether absent from the primary schools—the pathsalas—though the education received in these schools scarcely touches a fraction of the population; but in the upper and middle schools supported by Government and receiving grants-in-aid, Muhammadans have the smallest possible share. The grants should, if possible, be so distributed as to attract them equally with others The Director of Public Instruction should report how he has carried out my former directions to provide elementary instruction in Arabic and Persian in Government schools where there is a large Muhammadan population.

9. My attention has been drawn to the absence of any system for ensuring the due qualification of the masters of schools which receive public money. I will thank the Director to propose a scheme for testing their qualifications—

(1) By certain educational standards.
(2) By examination to test teaching powers.

10. As some check on any tampering with or laxity of accounts, it is to be made an invariable rule that exact quarterly accounts are to be furnished by the managers of aided schools, and that the balance in hand at the end of each quarter is to be deposited in the District Savings Bank, till drawn in payment of school expenses. Accounts of aided schools should be rendered, and grants paid, if possible, quarterly instead of monthly.

11. Some rule must be laid down regarding the grant of aid to schools situated in prosperous municipalities. Assistance may fairly be expected from the municipality, and the Government grant should be less than in rural places. And it should be understood that after a school has for years enjoyed a liberal grant we may fairly expect it to approach the self-supporting stage, and the grant should be diminished, the money being made available for further extension of schools.

12. In no case should any grant exceed the net cost of any similar Government school in the same part of the country; in most cases the grant will of course be much less.

The 18th July 1872. G. CAMPBELL.

GRANT-IN-AID RULES.

No. 2613, dated Calcutta, the 24th July 1873.

From—C. BERNARD, Esq., Officiating Secretary to the Government of Bengal, General Department,

To—The Director of Public Instruction.

THE grant-in-aid rules which were sanctioned* by the Lieutenant-Governor "temporarily for one year, or until the pleasure of the Government of India should be known," have now been considered by His Excellency the Governor-General in Council.

Letter No. 1513, dated 17th April 1873.

2. At the instance of the Government of India, rules 7 and 12 have been modified so as—

(1) to make compulsory the levy of "some fee, however small," in all aided schools, save under exceptional circumstances;

(2) to recognise expenditure from municipal contributions, equally with expenditure from income, as "sums expended from private sources" for the purpose of the grant-in-aid rules.

Opportunity has also been taken to make rule 18 apply to girls' schools, normal schools, and special schools, and the order of the rules has been somewhat changed.

3. It has been pointed out by the Educational Department that some check will have to be exercised over the district committees, or else there will be risk of their allotting all their grant-in-aid fund during the first year of the new system; and you have already brought to notice cases in which committees of districts named in rule 19 have renewed at maximum rates grants to schools which ought to have been almost self-supporting. The Lieutenant-Governor concurs in your view; he apprehends that some control of the kind will be all the more necessary now that municipal grants are placed in so very favorable a position by rule 12. It would be undesirable that municipalities at or about the head-quarters of district sub-divisions should get a lion's share of the grant-in-aid fund, to the injury of places in the interior, where schools are more backward and less able to help themselves.

Moreover, there would seem, from the cases brought to notice by yourself, to be a risk lest maximum grants should be too lavishly given in comparatively advanced districts. Controlling officers and committees

should be reminded that the total grant-in-aid assignment has just been considerably raised; and that there is absolutely no prospect of the Government being able further to increase that assignment for some years to come. If expired grants are renewed at full rates, and maximum grants are improvidently made, the committees will have no reserve wherewith to aid new schools subsequently applying. It is only by reducing old grants on renewal, and by very rarely allotting maximum grants in districts where there is a great demand for aid, that committees can hope to have means for promoting the extension of aided schools during the next five years.

4. The rules as they now stand provide that the committee should take stock of the position of their grant-in-aid allotment before the beginning of every financial year; that all new grants and renewals of old grants shall be subject to the sanction of the committee and of Government; and that no grants shall be final until they have received such sanction. In order that questions of renewing grants may not press for disposal at odd times of the year, it has been provided that all grants now outstanding shall run on to the 31st March next, succeeding the date on which they would lapse under the terms of their existing certificates.

5. Rules 10 and 11 lay down precisely the procedure and the information required in all cases of applications for grants-in-aid. But it may be well to recite here what the Lieutenant-Governor expects the procedure to be. An application for a new grant-in-aid can be made at any time of the year to either the district committee or to the inspector of the circle. If it be presented to the committee, the secretary will be bound to see that the required information is complete in all respects. To whomsoever it may be presented, the application, when complete, will go before the Inspector for his certificate of admissibility or otherwise, and for any opinion or suggestions he may see fit to offer, and will then be returned with the inspector's certificate to the district committee's office. All these applications, together with statements and full information regarding each of the schools of which the grant will expire during the year, will be laid before the committee at their January meeting with complete information; and the committee will decide, with reference to their funds and to the claims of each school, what new grants they will make, and at what rates; and what old grants they will renew, and at what rates. The grant-in-aid budget, with a statement of all new and renewed grants passed by the committee, with the prescribed form of application for each such grant, will be forwarded to the Inspector as soon as possible, who will then proceed as in the last clause of rule 3. Grants passed by the committee will, unless and until disallowed by the Commissioner or by Government, take effect from the first day of the financial year next after the grant may have been passed by the committee.

6. Committees should be reminded that though rule 20 says that grants will *ordinarily* be sanctioned for a term of five years, yet it will always be open to a committee to make a grant for a less term in any case where they may consider that a school requires a liberal grant for a year or two only, and thereafter should be self-supporting, or where they may have other reasons for curtailing the usual term for the currency of a grant.

RULES FOR GRANTS-IN-AID TO COLLEGES AND SCHOOLS—1873.

1. A GRANT from provincial revenues is assigned by Government annually for each district, to be expended in grants-in-aid to schools not under Government management, provided they fulfil the conditions prescribed in the following rules. The grant-in-aid allotment to each district for the year 1873-74 is shown in column 6 of the schedule attached to these rules.

2. Subject to approval and confirmation the district grant is distributed by the District Committee of Public Instruction to schools which are certified to be eligible under these rules, reference being had to the requirements of each locality as compared with others, and to the funds disposable.

3. The District Committee will draw up, at some meeting not later than the 15th January in each year, a grant-in-aid budget for the next ensuing financial year, showing—

(*a*) The current unexpired grants which will run on throughout the year in gross, the number of and total grants to schools of each class only being shown. If any such grants have been reduced on account of failure to comply with the conditions the fact should be noted.

(*b*) The grants to expire during the ensuing year, with detailed statement of renewed grants it is proposed to give, and of reasons for which the Committee propose a renewed grant at the particular rate they may fix.

(*c*) New grants which are to be made from the beginning of the ensuing year, or on the expiry of old grants, with full details.

All renewals of grants which will expire during a year must be decided by the Committee before the beginning of each year, and included in the grant-in-aid budget. All grants, whether new or renewed, must for the future terminate at the end of the financial year.

Every new grant proposed during the year must be reported specially, with full information as above; such grants can be reported singly or together, if more than one grant is given at a time.

A statement of all proposed grants must be submitted to the Circle Inspector, who may refer back to the Committee any case in which the grant is, in his opinion, given without due regard to the principles laid down by Government, and may call for any information he may deem necessary. If the Inspector sees no objection, or if objecting, the Committee on reconsideration adhere to their view, he will refer

the grants with his own opinion for the orders of the Commissioner who may disallow any grants or may pass them The grant statements passed by the Commissioner will be submitted to the Director for the final sanction of Government. It will be open to the Commissioner to permit the Inspector to dispose of ordinary grant-in-aid business and to refer for the orders of the Commissioner only those cases where there may be a difference of opinion between the Committee and the Inspector. The Director will publish annually in the Gazette a list of all new and renewed grants made in the annual budgets of each district, and he will publish quarterly statements of grants made during the year.

4. Any school to which aid is given, together with all its accounts, books, and other records, shall be at all times open to inspection and examination by any officer appointed by the Government for the purpose; and to this end the records and accounts shall be placed in such custody that they will be always accessible on the visit of any inspecting officer. Such inspection and examination shall have no reference to religious instruction, but only to secular education.

5. Inspecting officers will interfere as little as possible with the local management of schools, but are employed to see that the instruction is efficient, and that the conditions on which the grants were made are fulfilled; and aid will be withdrawn from any school in which such conditions are not fulfilled.

6. Grants are given on the principle of strict religious neutrality, and no preference will be shown to any school on the ground that any particular religious doctrines are taught or not taught therein.

7. Grants-in-aid will be made to such colleges and schools only (with the exception of normal schools) as require some fee, however small, from their scholars. Special exemption from this rule may be allowed by the District Committee, subject to the orders of the Commissioner of the division, and of Government through the Director of Public Instruction, in the case of a middle, lower, girls' or special school: provided that the education gratuitously given in such a school is confined to the children of the poor, that the endowment to which help is asked from the grant-in-aid fund is assured and permanent, and that proper machinery for managing the school is shown to exist. In the case of higher schools and colleges exception may be made by the authority of Government through the Director of Public Instruction, provided that gratuitous instruction is confined to those who are unable to pay for higher education, and that those scholars only are selected who are qualified to profit by free education, under rules approved by the Director.

8. The promoters or managers of any body by whom application for a grant is made must appoint a Secretary to conduct their correspondence with the District Committee and the Inspector, and they must record the names of the managers.

9. The managers are responsible for the due application of the school funds in accordance with the conditions of the grant.

10. In respect of any school for which application is made, full information must be supplied on the following points, and must be thrown into the shape given in Form A appended to these Rules:—

(*a*) The pecuniary resources, permanent and temporary, on which the school will depend for support.
(*b*) The proposed monthly expenditure in detail.
(*c*) The average number of pupils to be instructed.
(*d*) The persons who will form the Committee of Management.
(*e*) The nature and course of instruction.
(*f*) The fees which it is proposed by the managers to levy.
(*g*) The number and salaries of the teachers.
(*h*) The nature and amount of aid sought.
(*i*) The treasury at which the grant, if sanctioned, is to be payable.
(*k*) The existence of other schools of a similar class within a distance of six miles.

11. Applications for grants-in-aid may be made either to the Inspector of the Circle or to the Secretary of the Local Committee. In the latter case the Secretary will register the application for the information of the Members of the Committee, and will see whether it is, so far as he can judge, admissible under the rules. If it is, he will forward it for the opinion of the Inspector. The Inspector will satisfy himself whether the application received by, or forwarded to him is one which is admissible under the rules, and, if so, he will certify that it is so, stating the class of school and the maximum grant to which it is admissible. He will also note his opinion of the merits of the application, and he will forward it to the Secretary to the Committee with his certificate endorsed. The Secretary will then register the application, as one certified to be admissible, and such register shall be open to the inspection of the Members of the Committee and shall be produced for their consideration on the next occasion on which grants are assigned.

12. Grants shall in no case exceed in amount the sums to be expended from private sources, except in special cases, under special orders of Government. Expenditure from school fees and from municipal contributions will be reckoned as expenditure from private sources.

13. Aided places of instruction are divided into the following classes:—

Colleges—In which students who have passed the University Entrance Examination are educated in the University Course or any part of it.

Higher Schools—In which students are educated up to the standard of the Entrance Examination.

Middle Schools—In which the scholars are educated up to a standard lower than the University Entrance Examination, but above elementary instruction.

Lower Schools—In which the scholars receive elementary instruction only, and in the vernacular language.

Girls' Schools—Including agencies for *zenana* instruction

Normal Schools—For the training of masters and mistresses.

Special Schools—For instruction in special subjects.

14. Grants are of two kinds—annual grants and special grants.

Annual Grants.

15. For colleges, the grants shall not exceed one-third of the income guaranteed from private sources.

16. For higher schools, the grants shall not exceed one-half of the income guaranteed from private sources.

17. For middle schools, in which the expenditure is more than Rs. 30 a month, the grants shall not exceed two-thirds of the income guaranteed from private sources, except in the districts of—

The Cooch Behar division,	The Patna division,
Dinagepore,	Purneah,
Rungpore,	The Orissa division,
Mymensing,	,, Chota Nagpore,
Chittagong,	,, Assam division,
Tipperah,	Sylhet,
Noakhally,	

in which the grants may equal the income so guaranteed.

18. For lower schools, as well as for girls' schools, normal schools, and other special schools, the grant shall not exceed a sum equal to the full amount of the income guaranteed.

19. The amounts above laid down are *maximum* amounts, and it must be understood that the *maximum* grant will not in all cases, and as a matter of course, be sanctioned. In the districts of—

Hooghly,	Nuddea,
Burdwan,	Moorshedabad,
Beerbhoom,	Dacca,
24-Pergunnahs,	Rajshahye,

the *maximum* grant will not ordinarily be given.

20. Grants will be sanctioned ordinarily for terms of five years, but it will be in the power of the District Committee to make another grant to the same school for a second or third term of years. Ordinarily, a renewed grant will be considerably below the maximum allowed under rules 14-18, and the grant to a school should grow smaller and smaller on such renewal. In this way money will from time to time be set free, and the Committee will be able to aid new schools, even though their grant-in-aid allotment remains stationary.

When a grant is submitted for sanction, a statement of the proposed establishment of the school will also be submitted for insertion in the Director's authorization of the grant.

21. The sanction of a grant is conveyed in the following form :—

Office Memorandum of the Director of Public Instruction.

(1.) A grant of Rs. a month is sanctioned from the 187 , for the school at in zillah , on the following conditions :—

(*a*).—That Rs. a month at least be regularly contributed from private sources

* In the case of colleges the form is modified.

(*b*).—That the following scale of expenditure be maintained :—

	Rs.	A.	P.
Head-Master			
2nd „			
3rd „			
„ „			
„ „			
„ „			
Servants			
Contingencies			

Unless any alteration be sanctioned by the District Committee.

(2.) The grant is payable every two months, the bills being drawn for the two months ending respectively the 31st May, the 31st July, the 30th September, the 30th November, the 31st January, and the 31st March.

(3.) The two monthly bills (in Form B annexed) must be sent to the Deputy Inspector for countersignature, and must be accompanied by a certified abstract (in Form C annexed) of the receipts and disbursements of the school for the two months preceding those for which the bill is drawn. After countersignature the bill will be paid at the ———treasury.

(4.) The two monthly bills and the certified abstract of the school accounts must be signed by the Secretary of the school.

(5.) The bill is countersigned on the distinct understanding that the salaries and other charges certified by the Secretary to have been paid, have actually been paid.

(6.) Contingent charges are to be accounted for in detail.

(7.) Salaries for service in any month become due on the first day of the following month.

(8.) The grant is liable to be reduced or withdrawn if the payment of any teacher's salary is delayed for more than two months after it has become due.

(9.) The grant is liable to be reduced or withdrawn if the school is unfavorably reported on as regards the attendance or proficiency of the scholars.

(10.) The grant is liable to be reduced or withdrawn if the managers employ ill-qualified masters, or if they keep their accounts in a negligent and untrustworthy manner, or if they send up incorrect accounts, or if they fail to transmit punctually the periodical returns required by the Education Department, or if the school-house is unfit for the purposes of the school, or is untidy or dirty.

(11.) The grant is liable to be reduced or withdrawn if the teachers keep untidy or untrustworthy registers, or if they are frequently absent from duty.

(12.) The Deputy Inspector will transmit to the Inspector, for final check and audit, the two monthly accounts, and an abstract of the bills passed by him; and if the Inspector should find that the conditions of the grant have not been complied with, he will direct the Deputy Inspector to make such retrenchments from subsequent bills as may be necessary to secure the due observance of the rules in force.

(13.) Holidays are not to exceed sixty days in the year, exclusive of Sundays, except under peculiar circumstances and with the sanction of the District Committee.

(14.) Every new election to the Committee of Management must be notified to the District Committee, under the signatures of the Secretary and of the member or members elected.

(15.) Every change of Secretary must be notified to the District Committee, under the signatures of the new Secretary and the members of the Committee of Management.

Special Grants.

21. Special grants are given towards the cost of furnishing school-houses, and providing maps and other school apparatus, in consideration of expenditure from private sources incurred in the establishment and equipment of schools, and on condition that the managers undertake to refund the amount of any such grant, if the school obtaining it should be abolished within a period to be fixed by the Director of Public Instruction.

22. Special grants are given towards the cost of building school-houses, provided such houses are *pucca* masonry structures.

23. Grants are not given to pay off debts for building, nor in consideration of former expenditure for building, nor for the maintenance of buildings.

24. Before a building grant is sanctioned, the site, plans, estimates, specifications, title, and trust deed, must be approved by the Commissioner of the division.

25. The trust deed must declare the building to be granted in trust for school purposes, and for no other purposes whatever. It must also provide for the legal ownership of the premises, for the proper maintenance of the building, and for the inspection and management of the school.

26. The grant is not paid until—

(1.) A report is received from the Executive Engineer, Department of Public Works, certifying that the building has been completed in accordance with the sanctioned plans and specifications; and

(2.) A certificate is received from the managers, setting forth that the funds in their hands will, when added to the grant, be sufficient to meet all claims, and finally close the account.

Special Rule for Backward Districts.

27. In the districts mentioned in rule 17, the District Committee may, if they cannot usefully spend their grant-in-aid allotment in the manner provided by the foregoing rules, propose through the Commissioner schemes for encouraging aided schools—

(1.) Either by making an allowance to each school according to the acquirements of its masters, as for instance—

A yearly grant not exceeding Rs. 100 for each master who holds the degree of B.A.;

" " " " 75 " " had passed the First Arts Examination;

" " " " 40 " " " Entrance " or held a certificate as a passed pupil of a Government or aided normal school.

(2.) Or by making an allowance to each school according to the attainments of its pupils, as for instance—

A yearly grant of Rs. 50 for each boy who passed the Entrance Examination;
" " " 15 " " Minor or Vernacular Scholarship test;
" " " 5 " " Pathsala Scholarship test.

(3.) Or by making an allowance of one rupee per annum for each boy who attended school more than 180 days in the year; and an extra rupee per annum for each boy who can pass in reading, writing, and the four rules of arithmetic.

Form B.

__ _____ Class School at _____ in District_____ _____ __

Two months ending_____ _____187

BILL FOR GRANT IN-AID

The Secretary of State in Council for India *Dr*

	Rs	A	P	
To the Grant-in aid for the two months ending _____				*See* orders of Director of Public Instruction, No. , dated the 187

Payable at the_____ _____Treasury

_____

*The*_____ _____ 187 . *Secretary of the School*

Passed for Rs _____

_____

Deputy Inspector of Schools

*The*_____187 . _____ *District*

Form C.

_____ Class School at _____ in District _____

Two months ending _____ 187

ABSTRACT ACCOUNT OF RECEIPTS AND DISBURSEMENTS.

RECEIPTS.			Rs.	A.	P.	Rs.	A.	P.
	(A.)	Fees and fines						
	(B.)	Subscriptions, donations, &c.						
		Add (if necessary) from balance of previous account						
		Grant-in-aid						
		Balance of previous account						
		Deduct amount (if any) carried to (B)						
		Total						

DISBURSEMENTS.	Establishment.	I. Monthly charges specified on the grant.			II. Charges actually paid during the first month.			III. Charges actually paid during the second month.			Explanation of the differences, if any, between columns II and III and column I.
		Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
* Detail of Contingencies.	Head-Master ..										
	2nd " .										
	3rd " . .										
	4th " ...										
	5th " ...										
	6th " ...										
	7th " ...										
	8th " ...										
	Head Pundit ...										
	2nd " ..										
	3rd " .										
	Servants ...										
	Contingencies* ...										
Disbursements of each month ...											
Disbursements of first month ..		...	...	...	...	...	...				
Disbursements of second month		...	...	...	...	...	..				
Balance in hand		...	...	...	...	...	...				
	Total ...										

I declare that I have actually paid the sums stated above in columns II and III, and in consideration thereof I apply for the Government grant of Rs. _____

The _____ *Secretary of the School.*

NOTES.—1. This account is for the two months preceding that for which the accompanying grant-in-aid bill is drawn.

2. In the abstract of receipts must be credited against (A) the whole amount of fees and fines received during the two months.

3. Against (A) and (B) together must be credited *at least* the amount guaranteed as the condition of the grant.

4. If the charges certified to have been actually paid are less than the charges specified in the grant, a proportionate reduction is to be made in the amount of the accompanying bill presented for countersignature.

5. The Secretary will send this account in duplicate, if required to do so by the Inspector.

6. If the declaration at the foot of this account is falsely signed, the Secretary is thereby rendered liable to all the penalties of clause 415 of the Penal Code.

Appendix to the Revised Grant-in-aid Rules.

Statement showing the present Grant-in-aid Expenditure on Higher, Middle, and Lower Schools, and the Grant-in-aid Assignment now made for these purposes in each District for the year 1873-74.

District.	Present grant-in-aid total allotment as per Mr. Atkinson's statement.	Actual grant in-aid expenditure as per Mr. Woodrow's statement for 1871-72, with such corrections as are available.	Amount of grants which will fall in by the end of 1873-74.	Present grant (col. 2) less 20 per cent., which Mr. Atkinson says is the usual annual saving.	Grant-in-aid allotment now made.	Remarks.
BURDWAN DIVISION.						
	Rs.	Rs.	Rs.	Rs.	Rs.	
Burdwan	29,664	23,510	9,500	24,000	24,000	The difference between columns 2 and 3 for Beerbhoom and Midnapore is due to some mistake as to district jurisdiction. If part of Burdwan has been reckoned for purposes of column 2 in Beerbhoom, then the Commissioner must redress the inequality after the detailed list of existing grants shall have reached both districts.
Bancoorah	5,214	6,871	2,600	4,200	7,000	
Beerbhoom	12,018	6,111	9,900	10,700	8,000	
Midnapore	18,336	12,516	8,400	15,000	15,000	
Hooghly with Howrah ..	41,893	43,600	13,000	36,000	40,000	
Total ...	1,09,125	92,608	43,400	89,900	94,000	
PRESIDENCY DIVISION.						
24-Pergunnahs	60,000	41,000	16,000	48,000	45,000	
Calcutta	42,000	48,000	16,000	35,000	* 45,000	* Plus the free school grant.
Nuddea	26,444	24,000	8,300	22,000	24,000	
Jessore	23,580	28,200	13,000	20,000	24,000	
Total ...	1,52,024	1,35,200	53,500	1,25,000	1,38,000	
RAJSHAHYE DIVISION.						
Moorshedabad . ..	15,198	11,500	11,100	12,200	13,000	
Dinagepore	4,680	5,100	2,600	3,700	8,000	
Maldah	3,712	2,320	1,120	3,000	4,000	
Rajshahye...	14,264	10,300	8,700	11,000	14,000	
Rungpore	10,938	8,600	8,100	8,700	13,000	
Bogra	2,058	2,800	1,300	1,600	4,000	
Pubna	10,734	9,900	4,900	8,500	11,000	
Total ..	62,284	50,520	37,820	48,700	67,000	

District.	Present grant-in-aid total allotment as per Mr. Atkinson's statement.	Actual grant-in-aid expenditure as per Mr. Woodrow's statement for 1871-72, with such corrections as are available.	Amount of grants which will fall in by the end of 1873-74.	Present grant (col. 2) less 20 per cent., which Mr. Atkinson says is the usual annual saving.	Grant-in-aid allotment now made.	Remarks.
COOCH BEHAR DIVISION.						
	Rs.	Rs.	Rs.	Rs.	Rs.	
Darjeeling	4,680	2,600	300	3,900	5,000	
Julpigoree	.....	.....	.....	.....	2,000	
Total ...	4,680	2,600	300	3,900	7,000	
DACCA DIVISION.						
Dacca	15,330	20,200	11,500	12,300	20,000	
Furreedpore	4,338	5,300	2,700	3,600	8,000	
Backergunge	10,320	11,100	6,500	8,280	14,000	
Mymensing	9,552	9,058	6,200	7,800	13,000	
Sylhet	3,168	2,389	1,700	2,700	8,000	
Cachar	.....	.....	.....	.....	1,200	
Total ...	42,708	48,047	28,600	34,680	64,200	
CHITTAGONG DIVISION.						
Chittagong	2,808	3,300	1,340	2,470	5,000	
Noacolly	2,115	2,020	1,650	1,620	3,000	
Tipperah	3,636	3,660	3,030	2,950	7,000	
Chittagong Hill Tracts	.....	.....	.....	.....	500	
Total ...	8,559	8,980	6,020	7,040	15,500	
PATNA DIVISION.						
Patna	2,160	2,500	1,080	1,640	8,000	
Gya	888	740	700	800	7,000	
Shahabad	1,416	1,580	700	1,200	7,000	
Tirhoot	4,392	4,380	.....	3,600	14,000	
Sarun	.....	.....	.....	.....	8,000	
Chumparun	.....	.....	.....	.....	4,000	
Total ...	8,856	9,200	2,480	7,240	48,000	

District.	Present grant-in-aid total allotment as per Mr. Atkinson's statement.	Actual grant-in-aid expenditure as per Mr. Woodrow's statement for 1871-72, with such corrections as are available.	Amount of grants which will fall in by the end of 1873-74.	Present grant (col. 2) less 20 per cent., which Mr. Atkinson says is the usual annual savings.	Grant-in-aid allotment now made.	Remarks.
BHAUGULPORE DIVISION.						
	Rs.	Rs.	Rs.	Rs.	Rs.	
Monghyr	1,488	1,530	962	1,220	7,000	
Bhaugulpore	1,032	810	1,032	830	7,000	
Purneah	552	607	552	440	6,000	
Sonthal Pergunnahs ...	9,938	6,700	7,400	8,100	10,000	
Total ...	13,010	9,647	9,946	10,590	30,000	
ORISSA DIVISION.						
Cuttack	6,570	6,450	1,650	5,300	9,000	
Pooree	2,154	1,980	600	1,800	3,000	
Balasore	4,870	3,650	3,450	3,700	5,000	
Tributary Estate ...	.....	... ..	.....	... ..	.....	
Total ...	13,594	12,080	5,700	10,800	17,800	
CHOTA NAGPORE DIVISION.						
Hazareebaugh	624	595	380	520	3,000	
Lohardugga	2,800	1,930	180	2,300	5,000	
Singbhoom	540	500	140	440	2,000	
Maunbhoom	2,568	3,500	900	2,060	5,000	
Total ...	6,532	11,925	1,600	5,320	15,000	
ASSAM DIVISION.						
Goalpara	2,994	2,880	2,994	2,400	3,000	
Kamroop	3,204	2,600	1,820	2,600	4,000	
Durrung	738	900	1,730	620	2,000	
Nowgong	2,280	1,460	2,100	1,800	3,000	
Seebsaugor	840	200	840	700	2,000	
Lukhimpore	540	.....	540	440	2,000	
Naga Hills	.....	.....	.. .	.....	.....	
Khasi Hills	4,800	3,400	4,800	3,900	5,000	
Garo Hills	.....	600	.....	500	1,000	
Total ...	15,396	12,040	14,824	12,960	22,000	

ABSTRACT

Division.	Present grant-in aid total allotment as per Mr. Atkinson's statement.	Actual grant-in-aid expenditure as per Mr. Woodrow's statement for 1871-72, with such corrections as are available.	Amount of grant which will fall in by the end of 1873-74.	Present grant (col. 2) less 20 per cent., which Mr. Atkinson says is the usual annual saving.	Grant-in-aid allotment now proposed.
	Rs.	Rs.	Rs.	Rs.	Rs.
Burdwan	1,09,125	49,008	43,400	98,208	94,000
Presidency	1,52,024	1,35,200	53,500	1,25,300	1,38,000
Rashahye	62,284	50,520	37,820	48,700	67,000
Cooch Behar	4,080	2,600	300	3,900	7,000
Dacca	42,708	48,047	28,600	34,680	64,200
Chittagong	8,559	8,080	6,020	7,040	15,500
Patna	8,856	9,200	2,480	7,240	48,000
Bhaugulpore	13,010	9,647	9,946	10,590	30,000
Orissa	13,594	12,080	5,700	12,800	19,400
Chota Nagpore	6,532	11,925	1,600	5,320	1,500
Assam	15,396	12,040	14,824	12,960	22,000
Grand Total	4,36,768	3,49,247	2,04,190	3,66,738	5,20,100

No. 1673, dated Calcutta, the 5th May 1873.

From—The Offg. Asst. Secy. to the Govt. of Bengal, General Department,
To—The Director of Public Instruction.

In continuation of my letter No. 1513, dated 17th April, forwarding copy of the revised grant-in-aid rules, I am directed to request that a list of all existing grants-in-aid in his district may be forwarded to each Magistrate, showing—

(1) the situation and class of the school;
(2) the amount of grant;
(3) the date of grant and the period for which it was to run;
(4) the amount actually drawn under each grant in the last year for which accounts are available.

2. The district committees will be bound to continue all existing grants, so far as the terms of the grant have been complied with, and the grant drawn under it. But where the conditions have not been complied with hitherto, it will be in the discretion of the committee to continue or not continue the grant, the conditions being revised or repealed. They will have at their disposal for fresh grants the amount by which the new allotment exceeds the total of the existing expenditure made in fulfilment of the rules hitherto in force, and the amount of any lapsed or lapsing grants. From the sums so available the district committees can make fresh grants under the new rules.

3. In the backward districts mentioned at rule 16 only will the district committees be at liberty, with the Commissioner's sanction, to expend savings from allotted grants or unallotted funds in the ways described in rule 27. In other districts the short drawings of allotted grants will lapse to Government as they have done heretofore. It was in anticipation of such lapses that the Lieutenant-Governor felt himself able largely to increase the total grant-in-aid allotment for Bengal.

4. If the district committees make small grants and distribute them wisely, it may possibly happen that in some districts all or nearly all the grant-in-aid allotment may be expended. If such should be the case, and if the money is spent fairly under the rules and to good purpose, the Lieutenant-Governor will gladly accept such a result. But he relies on the committees, the Magistrates, and the inspecting officers, to see that where the grants allowable under the rules are given, the full retrenchments required by the rules are properly enforced.

No. 1674.

COPY forwarded to all Commissioners, with spare copies for the use of district committees.

No. 1675.

COPY forwarded to all Magistrates, with spare copies for the use of district committees.

By order of the Lieutenant-Governor of Bengal,

H. J. S. COTTON,

Offg. Asst. Secy. to the Govt. of Bengal.

CALCUTTA,

The 5th May 1873.

Dated Calcutta, the 12th November 1872.

RESOLUTION—By the Government of Bengal, in the General (Education) Department.

READ again—

Minute dated the 4th December 1871, by His Honor the Lieutenant-Governor, on the subject of the want of practical tendency exhibited in the teaching in our colleges and schools.

Read—

Letter No. 3428, dated the 9th August 1872, from Mr. H. Woodrow, Officiating Director of Public Instruction, furnishing his report on the measures to be adopted for giving effect to the instructions of His Honor as contained in the minute above referred to.

1. His Honor the Lieutenant-Governor desires that his cordial thanks may be conveyed to Mr. Woodrow for his full and interesting report, which His Honor has read with much interest.

2. The Lieutenant-Governor had said that in our schools there is too much cramming of languages, and too little useful knowledge taught; and, while making arrangements for the teaching of practical

arts, had directed that Sanskrit and other classical languages should no longer be compulsory in any of our schools, but that English, being adopted as the language of higher education in these provinces, and being greatly in demand, should be taught as much as our means *i.e.*, means devoted to higher education) admit. Mr. Woodrow, while admitting that the above instructions regarding English will be extremely popular with managers of aided schools, argues that the acquisition of English takes so much of a boy's time that he learns less of useful knowledge than a boy educated in the vernacular. This is no doubt true to a certain extent. If Government really were able to give to schoolboys a thoroughly good practical education, such as is, the Lieutenant-Governor believes, given in German and other continental schools, His Honor might be prepared to exclude English from our middle class schools, and to confine the teaching to the real vernaculars, as he has already insisted that it shall be most rigorously confined in our primary schools. But Mr. Campbell is, and we all must be, painfully conscious that we are not prepared to give a good practical education. There is no such education in England (speaking in general terms), and we have not learned how to give it, nor obtained the means of giving it in this country. The history, geography, &c., which we teach is, as His Honor has before said, flimsy in the extreme, and we are but making a beginning of practical arts. While opposed to a too exclusively linguistic education, His Honor has no doubt that a certain amount of language-learning developes some faculties, and he thinks that it is not overburdening a boy to teach him one foreign language. What the Lieutenant-Governor objects to, is the multiplication of languages, by forcing him to learn the so-called classical languages, and so-called vernacular languages artificially concocted till they are no vernaculars, in addition to the knowledge-producing and bread-earning language which he really wishes to learn. In that case he is certainly swamped with languages. If a boy must learn at the same time both English and Sanskrit in addition to his native tongue, His Honor can easily imagine that he takes, as is asserted, eight years to learn either, and that he does not know either very well at the end of that time. It is not easy for those who have been familiar with English from their childhood to appreciate its difficulty; but if we may judge by the extremely general acquisition of a certain knowledge of English by a very large class of Bengalees (as well as by a still larger number of the people of Madras), an acquaintance with the language sufficient for much practical use is not beyond the easy reach of our educated youth. In Bengal there is now scarcely a young *employé* in any department which comes much into contact with Englishmen, who cannot communicate more or less intelligibly in English, and cannot use English figures, maps, &c., and read English names and directions. So much knowledge of English is very generally possessed by men on Rs. 20 or Rs. 30, and sometimes by men on Rs 10 or Rs. 15 per mensem, by subordinate servants of the Department of Public Works, by medical compounders, and such like persons. Even such a moderate knowledge of English, to commence with, puts men in a position to improve their knowledge by practice, and gives them a great advantage under our system of education and administration.

But after all the main question is, what do the people themselves want? They are in the main the best judges of what benefits them. It is undoubted that, in most parts of Bengal, almost all who advance beyond an elementary education wish to learn English; and if they do, His Honor hardly thinks that it is for us to prevent them. In some parts of the country it has been necessary to use a sort of compulsion to keep up middle class vernacular schools, grants-in-aid being accompanied by a condition that English is not to be taught. So long as we take care that money given for elementary education is not diverted to any higher education, and that middle class money is not diverted to higher schools, His Honor doubts if it is desirable to attempt to force middle class education into vernacular channels against the will of the people. He the more takes this view because we seldom succeed in communicating anything above primary instruction in what is called vernacular without adopting the artificial languages which His Honor has denounced as not real vernaculars. On the whole, then, His Honor hopes that we have rightly solved the difficulty by recent orders regarding the localization of educational management and the distribution of scholarships. We have said that local committees may distribute the money allowed for middle class scholarships to schools which teach English, and to schools which teach only vernacular, as they think best with reference to the circumstances of each district and the wishes of the people; and the same prineiple may properly be applied to grants-in-aid. In the distribution of these grants the local committees may exercise the same discretion. We may thus permit and assist the spread of English education in districts where English has thoroughly taken root; while in other districts where English is not much studied, we may give and promote a good practical education in the vernacular, and turn out good surveyors, native doctors, &c., well instructed through the medium of their own tongue.

3. The Lieutenant-Governor now comes to the question of Mahomedan education, discussed by Mr. Woodrow in his paragraphs 16-31. His Honor's instructions on this point as regards Government schools of the higher and middle classes were as follows: "As a special concession to the Mahomedans wherever there is a sufficient demand to justify the supply, there will be a special class to teach them Arabic and Persian after their own fashion." It was explained that the object of this arrangement was, that Mahomedans who accept a general modern education in Government schools should not be deprived of the special education which they think indispensable. Persian is now recognized by the University, and it seemed not unreasonable that if Mahomedans wish to learn that language, they should have the means of doing so; especially since it has been conceded that when an adequate number of Hindoos really wish to learn Sanskrit in the higher school classes, it may be taught.

4. His Honor is constrained to observe that he cannot see in this report evidence that the orders of Government have been carried out so as fully and fairly to try the system prescribed. The instances quoted in Mr. Woodrow's 16th paragraph do not at all suffice to show that the special education proposed has been freely offered, and has really been found after a sufficient time not to be wanted. His Honor would

be extremely well pleased to know that the Mahomedans do not really care for Arabic and Persian, and do care for arithmetic and accounts, land surveying, and instruction in agriculture and brick-making, as stated in pragraph 31 of the report. His Honor would be delighted to think that it is not the want of Arabic and Persian, or any other such learning, which has kept them from our schools; and that the true way to bring them there is to teach them arithmetic, agriculture, and brick-making; and he would, if it is so, with great readiness dismiss moulvies and entertain brick-makers. But the statement is much opposed to what we have hitherto been told, and seems scarcely consistent with the remarks that in the Maktabs or Mahomedans' schools only Persian and a little Arabic is taught and no arithmetic. So far as the primary education of labouring men is concerned, the Lieutenant-Governor believes it is a fact that Mahomedans readily enough attend the common village schools, and he has so recognised it in dealing with that subject. But as regards further education in middle and higher schools, His Honor must repeat that the supply is to be regulated by the demand. If there come to our schools a sufficient number of Mahomedans who demand Persian or Arabic, they are to have it, and His Honor trusts that this direction will be carried out fully and fairly.

5. Mr. Woodrow, while discussing so summarily in his 16th paragraph and condemning unreservedly the plan of the Government for attracting Mahomedans, proceeds to put forth a scheme of his own for the same object. His proposals are—

that at all Government colleges and higher and middles chools Mahomedans should pay only half the fee paid by others;

that Deputy Inspectors should not be promoted unless they how an increasing number of Mahomedan boys in their circles;

that grants-in-aid should be fettered with the conditions that Mahomedans are freely admitted to the aided schools;

that special scholarships and rewards should be given to Mahomedans who qualify up to a certain point.

6. His Honor cannot accept these proposals as a solution of the difficulty. The whole question of Mahomedan education is at present the subject of a correspondence with the Government of India, and can hardly be finally determined in all its bearings till the discussion is concluded. The Lieutenant-Governor thinks that, under all the circumstances, special funds may not improperly be set aside by Government to promote Mahomedan education; and he hopes that the funds of the Hooghly endowment, set free by the assumption by Government of much of the burden of the Hooghly College, will be utilised elsewhere for the benefit of the co-religionists of the founder. The Lieutenant-Governor will be well pleased if, when the whole question is settled, special prizes and rewards can be offered to Mahomedans as Mr. Woodrow proposes. But he must maintain the principle, that the

general funds set apart for the education of the people generally must be administered without favor to one religion or another; and he cannot accept the proposal that in common schools the fees charged to pupils of one religious persuasion should be less than those charged to those of other persuasions.

7. As regards aided schools, we look to the quantity and quality of the education, and not to the religion professed or taught. The Lieutenant-Governor doubts if we could prevent the managers of a Hindu school from making it so disagreeable to Mahomedans as practically to exclude them if they choose to do so. In practice, Mr. Campbell thinks there is very little intolerance in this country; and he believes that if a Mahomedan boy accepts the education offered in these aided schools, the managers will in most cases readily take his money and receive him. He does not think a special rule on the subject necessary.

8. Mr. Woodrow next discusses the primary schools or patshalas, and gives an extremely interesting account of the education given in the purely indigenous schools, which contrasts strongly with the bigoted and untrue statement of the Deputy Inspector in Orissa whose monstrous assertions were lately so severely censured. It is evident that there is very much good in these schools; and His Honor very sincerely trusts that in introducing into them those things in which our system excels, we shall not expel those native methods which produce good results, especially the facility of mental arithmetic and the practice of accounts, for which the indigenous schools are remarkable. The Lieutenant-Governor has already, in the orders regarding primary education, directed that in Mahomedan districts the people of that persuasion should be fairly treated, and that a due proportion of places as masters of common schools, &c., should be given to them if they are available. As regards Maktabs, His Honor can only say that if they teach reading, writing, and arithmetic to a sufficient number of boys, they may have grants similar to those given to patshalas. The Lieutenant-Governor's own experience is not so unfavourable to them as Mr. Woodrow's; and Mr. Campbell thinks that in the town of Dacca he chanced on two or three Maktabs, where the boys seemed to be intelligent and to be learning well.

9. Mr. Woodrow recommends a system of payment by results, and the Lieutenant-Governor very much concurs with him that such a system should be tried as far as possible. In recent orders regarding primary schools, it is arranged that the payments to village schoolmasters are to vary from Rs. 2-8 to 5 per mensem. These allowances should usually not be fixed for more than one year, and their payment should depend on the efficiency of the school. A guru, who attracts a fair number of scholars and teaches them well, should get the full grant; one who is less successful, a diminished grant; and one who is not successful should lose his grant. The Lieutenant-Governor begs that this modified payment-by-result system may have special attention.

10. Finally, Mr. Woodrow discusses the supply of practical school-books in the vernacular in order to impart useful knowledge. It is one advantage of the acquisition of English by the more advanced

scholars, that in their case this want is less felt (though, in truth, practical books fitted for schools are not yet very common in English). But for districts where English does not prevail, it is extremely desirable to obtain good vernacular books; and in all parts of the country it is the greatest object to get very simple books, in a very simple language suited to the primary schools. His Honor will be extremely glad to give any reasonable sums that may be proposed by the Director, if he can arrange the preparation of such primers as Mr. Woodrow suggests.

11. In illustration of the Lieutenant-Governor's view regarding the relative usefulness of different classes of schools, he will quote his experience in his recent visit to Patna. In the course of a morning's wandering about the city Mr Campbell saw schools of every class, and it seemed to him that their usefulness was in the inverse ratio to their cost and pretensions. In a by-lane he chanced upon an indigenous unaided school; it seemed a most excellent institution. There were upwards of forty boys present, and it was said that there were between seventy and eighty belonging to the school, though many were then absent on account of dengue and other sickness. The schoolmaster happened to be away for a few minutes when Mr. Campbell arrived, but the boys were all zealously at work under the charge of monitors, and seemed to be very effectively learning and practising Hindee writing and accounts in the native fashion. The schoolmaster soon arrived and asked for a patshala grant. The Lieutenant-Governor thinks he should have one, and that on the principle of payment by results it should be the highest allowed. The schoolmaster said he had once been in a missionary school and he had perhaps in this way added some European method to his own indigenous schoolmaster practice. This was the best school the Lieutenant-Governor saw, entirely an indigenous, private adventure school, which only sought some small aid and encouragement. Next, the Lieutenant-Governor came to a Government patshala costing Rs. 5 per mensem; and this also was good, but it had not nearly so many boys as the unaided school first mentioned.

Next, Mr. Campbell saw a Government middle school costing Rs. 18 or Rs. 25 per mensem. It seemed on the whole a pretty good school, but the vernacular Hindee was hardly taught at all, and this very much detracts from its usefulness.

Finally, Mr. Campbell visited the Government normal and model school, with a head-master on Rs. 300 per mensem and other establishments in proportion, including large stipends for the normal school pupils. Mr. Campbell thought this the least useful school of all. There had been no Hindee taught till very recently introduced by the Lieutenant-Governor's special order, and there was practically no provision whatever for turning out masters for primary schools. An education very little suited to the wants of the country was being given to men and boys, who might have got the education they were receiving, whether in Hindoostanee or in English, much cheaper and at least as good in other Government establishments close at hand.

Ordered, that copies of the above Resolution be forwarded to the Director of Public Instruction and to all Commissioners for information and guidance ; and also that the report of the late Officiating Director of Public Instruction, No. 3428, dated the 9th August, and this Resolution, be published in the Supplement to the *Calcutta Gazette*.

No. 3935.

COPY forwarded to the Director of Public Instruction for information and guidance.

No. 3935½.

COPY forwarded to all Commissioners for information and guidance.

By order of the Lieutenant-Governor of Bengal,

J. WARE EDGAR,

Offg. Junior Secy to the Govt. of Bengal.

CALCUTTA,
The 12th November 1872.

ADDENDA.

INDEX TO ADDENDA.

	PAGE
BOOKS—Growth of school book literature ...	91
CHITTAGONG—Sub-Inspectors and Deputy Inspectors of the—division	114
CIRCLE Pundits to be utilized as Sub-Inspectors	116
COLLEGES—Review of progress of—	87, 93
Progress of—in 1871-72	88
Fees payable at—	90
DACCA DIVISION—Sub-Inspectors and Deputy Inspectors of the—	115
DEPUTY INSPECTORS to be redistributed in future	114
EDUCATION—Expenditure on—in 1871-72	88
Divisional review of—	94
Work done by Missionaries	92
EDUCATIONAL DIVISIONS must correspond with local division	115
EXPENDITURE on Education in 1871-72	88
FEES payable at Government Schools and Colleges ..	90
GIRLS' SCHOOLS—Progress of— ...	87, 93
INSPECTION—Primary schools to be subject to thorough—	116
MAHOMEDANS—Progress of education among— ..	89
MISSIONARIES—Their educational work	92
NORMAL SCHOOLS—Results of education at—	90
PUBLIC INSTRUCTION—Annual Report on— ..	117
REPORTS—Commissioner's—on education, mode of preparation, and submission	117
Sub-divisional Educational—mode of preparation and submission	117
REPORT—Annual—on Public Instruction ..	117
RETURNS—Simple returns only to be made from primary schools	116
SCHOOLS, PRIMARY—Simple returns only to be made from—	116
SCHOOLS—Number of—in Bengal ..	86
Fees payable at—	90
SCHOOLS, HIGHER—Progress of—in 1871-72 . ..	89
SUB-INSPECTORS—Circle Pundits to be utilized as— ...	116
In Chittagong division	114
Each one must be told off to a sub-division ...	115
Pay of— .	115
SCHOLARS—Number attending school ..	86
SCHOOLS, PRIMARY, to be subject to thorough inspection	116

Dated Calcutta, the 19th May 1873.

RESOLUTION—By the Government of Bengal in the General (Education) Department.

READ—

The Annual Report on Public Instruction in Bengal during the year 1871-72.

Read also—

The Commissioners' annual reports upon the progress of education in their divisions.

RESOLUTION.—The report on public instruction is written by Mr. Woodrow, who officiated for three months during the Director's absence on privilege leave. It did not reach the Government until eleven months after the close of the year to which it refers. During these eleven months there has been much doing in the Bengal Educational Department; a report on those transactions will soon be due; the educational chapter of the recent Bengal Administration Report has touched upon most of the measures and moot questions of the year 1871-72; the progress of education in most of the provinces of Bengal has already been reviewed in the Government resolutions on the Commissioners' education reports. The Lieutenant-Governor will therefore review the present report briefly. His Honor's best thanks are due to Mr. Woodrow, the late Officiating Director of Public Instruction, and to some of the Inspectors, for the care with which the report has been drawn up; he is confident that the detailed account of the present state of education in each district will be of very great use to the school committees, in whose hands the initiative in educational administration will now lie.

The Lieutenant-Governor cannot proceed to review the report without again expressing his deep sense of the loss which the Educational Department of Bengal has sustained by the death of Mr. R. L. Martin, who was carried off in a few hours by an attack of cholera, which he caught when inspecting schools in Howrah. Mr. Martin's report in the present volume shows how great a loss the Government has sustained.

The Lieutenant-Governor much regrets that since the end of the year under review Baboo Bhudeb Mookerjee, Inspector of the Rajshahye Circle, an officer who has done much good service in behalf of education, and especially in behalf of primary schools in Bengal, should have fallen ill and should have been compelled to retire, temporarily at any rate, from active work.

2. Page 36 of the report shows the number of schools and scholars in Bengal to have been—

	On the 31st March 1871	On the 31st March 1872
Government aided schools	4,228	4,412
Scholars at Government aided schools	163,854	166,140
Unaided schools counted	.....	10,909
Scholars at unaided schools counted ...	.....	169,953
Total of all schools	4,228	15,321
Total of all scholars	163,854	336,093

Unaided village schools now appear for the first time in the educational statistics of Bengal; but, as Mr. Woodrow acknowledges, his figures are imperfect. So far as the census figures give us light upon this subject, there seems ground for believing that there are at least 18,000 or 20,000 indigenous primary schools in Bengal. If this be so, then the total number of children under instruction of any kind in Bengal would be above 450,000, or nearly 1 to every 150 souls of the population. This proportion is in truth miserably small. We have no statistics to show for considerable areas of country what proportion of the people can read and write. We have, however, the following results of the educational census taken in different parts of the country, namely :—

A census of 35,000 souls in a rural tract of the 24-Pergunnahs showed that $4\frac{1}{2}$ per cent. of the people could read, write, and count.

A census of 178,000 souls in the Nuddea district showed that $2\frac{1}{2}$ per cent. of the people could read and write.

A census of Calcutta and its suburbs showed that out of a metropolitan population of 892,429 souls, 156,281 (or nearly 18 per cent.) could read and write, or were under instruction.

In Calcutta and its suburbs one-eleventh of the educated people were females, the remainder being males. In the rural tracts there were scarcely any educated women at all. In the 24-Pergunnahs tract only 6 women could read or write out of a total of 17,407 females of all ages. This utter and complete absence of all education among the women of rural Bengal is a difficulty with which neither Government nor private bodies are as yet able successfully to contend. Only 9,518 girls are shown by page 36 of the report to be under education in Bengal, and each school-girl's instruction costs nearly double as much as each school-boy's, though the education of girls is nowhere carried nearly up to the standard of boys' schools all over Bengal.

3. Mr. Woodrow's analysis of the increases and decreases of the several classes of schools and colleges shows that the law classes have decreased in numbers, while the pupils of the Engineering and Medical Colleges have increased. The only notable and regrettable decrease is that of the 74 aided English middle schools. The Lieutenant-Governor is not quite satisfied that the Ganges floods sufficiently account for the closure of 14 per cent. of the aided English middle schools of Bengal, and he would be glad that the Director should look more closely into the fact and causes of this decrease in his report for 1872-73. The Lieutenant-Governor does not fully accept Mr. Woodrow's account of the reduction of the 3rd and 4th year classes at the Kishnaghur and Berhampore Colleges. The classes were not closed because they "did not pay." No Government colleges, and very few Government schools, pay their way. The fact was that the senior classes at these colleges had become so small that their cost was out of all proportion to the good they did; money was greatly wanted to institute classes in practical and physical science at Government colleges; funds for this purpose could not be taken from the very insufficient allotment for primary schools; and so, by reducing the costly and comparatively useless senior classes at these two colleges, funds were made available for opening science classes at all the colleges in Bengal. At one time indeed it had been proposed that the cost of colleges should be greatly reduced, and funds thereby found for promoting primary education; but the Lieutenant-Governor, after considering the subject very fully, found himself unable to carry far this policy. The reduction of colleges went no further than was required to over the cost of science classes at colleges and to do justice

to the Hooghly endowment; and considerable, though still lamentably insufficient, funds for primary schools were found, temporarily at any rate, by savings in other directions.

4. The table showing the distribution of expenditure during the year makes—

	Rs.
The total expenditure from the Government treasury for the year was...	18,14,037
The Government grant for the year less by the estimated receipts from fees	20,27,870

So that the Educational Department spent Rs. 2,13,000 short of the grant allotted to it for the year. The largest savings were under the allotments for—

Grants-in-aid,
Government Colleges,
Government Higher Schools,
Direction and Inspection.

It is satisfactory to find that very nearly the full Government grant was spent on primary education.

5. *Colleges.*—The decrease in the number of undergraduates at Government colleges in 1872 was 4½ per cent., and at aided colleges 9 per cent. on the numbers for the year 1871. The Presidency College, the Medical College, the Engineering College, the Free Church College, and the General Assembly's College, had a larger number of undergraduates than in the preceding year. The number of under-graduates at the Sanskrit and Berhampore Colleges continues to be exceedingly small. The High School, or school with two years' college classes at Cuttack, continues to do well. During the last year two other second class colleges on the same footing have been endowed by private liberality at Rajshahye and Midnapore. These high schools are taught and managed entirely by Native masters, and are very much cheaper than the ordinary Bengal colleges. It remains to be seen if they can compete successfully with the much more costly second class colleges at Berhampore and Kishnaghur, where the Principal is a highly-paid European officer, and where the second Professor receives a larger salary than the Head-Masters of the High Schools at Cuttack and Gowhatty.

6. *Higher Schools.*—The principal test of the success of the higher schools which Government maintains in almost every district of Bengal is the University Entrance Examination. The collegiate schools, which have the advantage of the supervision of European officers, are on the whole the most successful. It is very satisfactory, however, to find that next to the seven best collegiate schools, five of which are in Calcutta, the Pogose School at Dacca, a private institution receiving no aid from Government, was the most successful in Bengal. At a very short interval comes the Metropolitan Institution, a self-supporting unaided school in Calcutta, managed wholly by Natives. The success of the higher school in a remote and backward district like Mymensing is satisfactory. The table at page 17 of the report shows that excepting the town of Calcutta, where there are many efficient higher schools, the district of Hooghly is by far the foremost district of Bengal in education. Its one-and-half millions produced 102 successful candidates for the Entrance Examination; three other districts only produced more than one-fifth of that number; and one district only, the 24-Pergunnahs, produced half as many successful entrance candidates as Hooghly.

7. The statistics offered at pages 24—26 of the number of Mahomedans who pass University examinations are indeed matter for much regret. The fact that the proportion of Mahomedan under-graduates has been steadily rising of late years is so far satisfactory, as is also the Inspector's statement that Mahomedan boys are gradually creeping to the tops of their classes in the schools of Eastern Bengal. It seems, too, that the Government colleges and higher schools are more acceptable to Mahomedans than aided institutions of the same calibre. The Lieutenant-Governor apprehends that Mahomedans form in Eastern Bengal a different social stratum to what they do in the North-Western Provinces or Behar. In these latter provinces they amount to one-sixth or less than one-sixth of the population, and many of them belong to the middle and well-to-do classes; they therefore hold their own at the higher schools and in the Government service. In Eastern Bengal, on the other hand, Mahomedans are found mainly among the ryots and the lower classes of the people, and they form from one-half to four-fifths of the population of the eastern districts; they attend the primary schools largely, but very few of them are found in the higher schools or college classes.

8. The Lieutenant-Governor has considered the interesting figures and remarks offered at pages 32—34 of Mr. Woodrow's report; but he cannot admit the fairness of the reasoning that because two-thirds of the boys in the higher and middle schools are in the lower classes of those schools, therefore two-thirds of the money spent on such schools must be held to have been spent on primary education. The tables at pages 35 and 41 of the report show that the total cost of each boy at a primary school is about Rs. 3-5 per annum, while the cost of each boy at the higher and middle schools is about Rs. 15-11 per annum. We can hardly therefore take credit for devoting two-thirds of our higher and middle school expenditure on primary education when it is clear that if the money were to be spent exclusively on primary schools, it would pay for teaching nearly five times as many boys as it now does.

9. *Normal Schools.*—The notice of the Normal Schools at pages 50-51 of the report does not state how many certificated pupils were produced at the higher and lower class normal schools during the year; nor is it stated how many of the certificated pupils really take to the profession of teaching. The Lieutenant-Governor finds, however, from passages in the different district reports, that most of the passed students of the lower normal schools really do take up village schoolmasterships as soon as they leave the normal school. The late Mr. Martin's account (page 37) of the work done by the Midnapore normal scholars after their training was completed is most satisfactory. Out of 239 persons who have passed out of the Government normal schools, all but nine have opened schools in Midnapore or in neighbouring districts. But the reports are not so full regarding the employment of scholars from the higher class normal schools, and it is regarding this class of normal schools that the Lieutenant-Governor has most doubts.

10. *Fees payable at Government Schools and Colleges.*—Mr. Woodrow correctly states (page 65) the intentions of Government in the order which invited attention to the subject of school fees. The Lieutenant-Governor certainly does not think that the fees at Government schools can be usefully or properly raised; he has at times feared that the fee of Rs. 3 and Rs. 4 a month taken at the Government higher schools is too high with reference to the value of money and the means of the people of this country. He has only acquiesced

in the Rs. 12 fee paid by the students of the Presidency College, because the college is already very full, if not over full; it is very costly, and education thereat is much prized. Looking to the relative value of money, he considers that the Rs. 12 a month fee *for tuition alone* at the Presidency College would be equal to a fee of about £100 in England; while the fee of Rs. 3 or Rs. 4 a month at the higher schools would correspond to a fee *for tuition alone* of about £25 or £30 in England. Such rates in England would be certainly very high, and the Lieutenant-Governor is quite clear that our rates cannot be raised. It is only owing to our exceedingly liberal system of Government scholarships that the high fees are rendered tolerable to the middle and lower classes. But the Lieutenant-Governor has urged on the Educational Department and on school managers that the high fees taken from boys in the lower classes of Government schools should, if possible, be reduced; and he has on several occasions invited the Committees of zillah schools to spend their surplus funds in reducing the rates of school fees. Mr. Clarke's account (page 200) of the effects of raising the Chittagong school fees is, the Lieutenant-Governor believes, substantially correct. The interesting details given by Baboo Radhica Proshad Mookerjee of the large private schools in Calcutta show that the fee rates taken by Native managers of these large and successful institutions are considerably lower than the rates at most of the Government higher schools at the head-quarters of Bengal districts. The report does not show what rates of fees obtain at the successful Pogose School at Dacca. The Behar Scientific Society, it is observed, puts the fees at its schools at a quarter the amount of the fees taken in the neighbouring zillah schools. The account of the great Calcutta unaided schools confirms the Lieutenant-Governor's view that our higher school fee-rates are often too high; and His Honor hopes that the District School Committees will apply the surplus funds of their higher schools to reducing the fees, beginning their reductions with the lower classes.

11. Mr. Woodrow's sketch (pages 77—83) of the growth of the school-book literature in Bengal is very interesting; and his inference seems fair that schools and school-boys must have increased enormously since 1853, when there were hardly any school-books; whereas now a single edition of a Bengali school-book runs occasionally to 100,000, and often to 5,000 or 10,000 copies. Mr. Woodrow

shows the cost of school-books to be, when the cheapest editions are used,—

Rs. 1¼ or annas 4 a year for a primary school course.
„ 16¼ or nearly Rs. 3 a year for a middle vernacular school course.
„ 30¼ or about Rs. 5 a year for a middle English school course.
„ 49 or about Rs. 6 a year for a higher school course.
„ 31¾ or about Rs. 16 a year for the First Arts University course.
„ 63½ or about Rs. 32 a year for the last years of the undergraduate course.

These charges, which exclude the cost of books of reference, such as atlases and dictionaries, form a very considerable addition to the cost of schooling in a poor country like India; and the Lieutenant-Governor trusts that all authorities will be careful not to add to the cost of schooling by using dear school-books or text-books. His Honor believes that the Calcutta School Book Society has done a great service to the cause of education by establishing all over the country agencies for the sale of books at rates very little above cost price. But he hopes that the Society will direct its attention to cheapening the elementary books in universal use. The Lieutenant-Governor recently sanctioned a grant to the Society of one-half the cost of a large edition of a Bengalee manual of practical science, on condition that it should be retailed at one-half the price at which the Society had intended to bring it out. He will be ready in this way to aid in cheapening approved vernacular text-books; and he has the less hesitation in so doing, because the School Book Society pays no dividend to any shareholders and makes no profits for any one except its customers. When the school-books have been revised by the committee now nominated at the instance of the Viceroy, we shall be better able to multiply cheap editions of really good and useful books.

12. Pages 85—93 of the report give an interesting sketch of the educational work done by the different missionary societies in Bengal. The table at page 44 shows that the cost of the Free Church College per pupil is lower than at any other Government or aided college in Bengal, while the cost per pupil of the General Assembly's College is the next lowest. The table at page 22 shows that the great schools attached to these two colleges are sixth and seventh on the list of successful higher schools in Bengal, while the college reports show that the Free Church College passed

more B.A. students than any college in Bengal except the Presidency College, and more First Arts students than any college except the Presidency, Hooghly, and Kishnaghur Colleges. On all grounds, therefore, the Free Church College may be congratulated on its very signal success. The summary at page 91 shows that 15,441 boys are educated at aided missionary colleges and schools in Bengal at a total cost of about Rs. 13 a head per annum, out of which sum Rs. 4½ represents the Government grant-in-aid. It is satisfactory to find that missionary schools are specially successful among the highland tribes of Chota Nagpore, Sonthalia, the Khasi Hills, and Darjeeling, where ordinary Government agency can least easily penetrate.

13. *Girls' Schools.*—Six-sevenths of the Government money spent on female education are given as grants-in-aid to Native-managed and missionary girls' schools and to zenana teaching agencies. Only 9,518 girls and women are reported to be under any kind of instruction out of a total population of 33,274,074 females. The zenana agencies in Calcutta are doing some good, and have several hundreds of girls and women under instruction. Outside Calcutta, Dacca, and a few large towns and head-quarter stations in Central and Western Bengal, there appears to be little desire for or attempt to obtain female education. But the Lieutenant-Governor quite acknowledges that at some places English and Native gentlemen have shown much interest and zeal in regard to little girls' schools, which he has been pleased to see.

14. *Government Colleges.*—The detailed reports of the several colleges show that the Presidency, Civil Engineering, and Medical Colleges have been successful during the year under review. The number of passed assistant engineers, sub-engineers, overseers, and sub-overseers, who are produced yearly by the Civil Engineering College, seems, however, small compared to the size of the classes. The smallest and most expensive college department in Bengal is shown to be that attached to the Sanskrit College. The Dacca College was less successful than usual at the University examination, and the college classes fell off during the year. The Patna College improved during the year in respect both of the number of its students and of their success at the University examinations. Out of the Patna College under-graduates, 40 were Bengalees and 37 were natives of Behar, while nine out of the 79 under-graduates were Mahomedans. The

Kishnagur College did very well at the University examinations; the Berhampore College did worse, both in respect of numbers and of University examinations, than any college in Bengal. The number on the rolls at, and the success of the students of, the several colleges during the year 1871-72 were as follows:—

Full Colleges teaching up to the B.A. standard.	Total number of students on the rolls, monthly average.	Cost of each student per annum.	Number of Students who passed in 1871-72.	
			The First Arts examination.	The B A. degree examination.
		Rs.		
Presidency College ..	399	279	58	36
Hooghly „ ..	138	335	20	7
Free Church „ ..	122	184	11	11
Cathedral Mission College ..	100	314	15	7
Kishnaghur College ..	105	340	19	5
Patna College ..	75	482	8	6
Dacca „ ..	103	357	9	5
General Assembly's College ..	70	231	4	7
St. Xavier's College ..	30	592	2	3
Berhampore „ ..	33	992	4	1
Sanskrit „ ..	26	620	3	..
London Missionary College ..	40	374	2	..
Second class colleges (or high schools) teaching up to the First Arts Examination standard.				
Gowhatty High School ..	12	432	3	..
Cuttack „ ..	19	283	6	..

15. The Lieutenant-Governor has recently reviewed most of the divisional educational reports, and he will not now review in detail the progress of education in the several divisions and districts as shown in the Inspectors' reports printed as Appendix A to the Director's report. He notices, however, the following points in the Inspectors' reports:—

BURDWAN DIVISION.

The late Mr. Martin's account of the way in which Deputy Inspectors do their work of inspection is in every way satisfactory. If the inspecting officers in all districts do their

work as honestly and are supervised as effectively as they were in the late Mr. Martin's circle, the Government grant for middle and primary education will be very well spent. Mr. Martin's remarks at page 7 of Appendix A, regarding the mistakes into which our trained village teachers fall, are earnestly commended to the consideration of every district committee and every inspecting officer in Bengal. If our improved patshalas are ever to form recognised institutions in Bengal villages, the teachers must at the outset deviate as little as possible from the accepted plans of teaching and of charging for tuition. The Lieutenant-Governor is glad to know that the patshala scholarship rules of October exactly and precisely meet the views held by so experienced an officer as Mr. Martin, and now set forth in the report which has been presented to Government after his death.

16. Mr. Martin's remarks (pages 18, 19, 20), as well as other notices in the several Inspectors' reports regarding the usefulness of night schools attached to ordinary patshalas, are recommended to the attention of the district committees and Magistrates.

The Lieutenant-Governor quite concurs in the view (page 11 of Mr. Martin's report) that Bengal school-boys should, after getting a rough knowledge of the geography of the world, learn first the geography of their own district and province before they proceed to learn the geography of Asia and of other continents. This particular point was strongly and sensibly urged on the national schoolmasters in England by Professor Huxley some few years ago.

17. The particulars given by Mr. Martin (pages 16—18) regarding the effect of the Burdwan fever upon the schools and school-boys are very distressing. The Lieutenant-Governor can only hope that the diminution of the fever which has recently occurred may be permanent. Meanwhile the Government is doing what it can to cure the sick and strengthen and set up the convalescents.

The Lieutenant-Governor notices with satisfaction the remarks of the Inspector and Deputy Inspector regarding the spread of girls' schools in Bancoorah, which is educationally an advanced district. Girls' schools are so few and so expensive that the Lieutenant-Governor feels hardly able to make an allotment for scholarships tenable by girls; moreover, there are no "higher" girls' schools at which such

scholarships could be held. The patshalas' scholarships are few enough for the many village schools which the Government hopes shortly to have; and His Honor cannot recommend that any of the patshala scholarship money be devoted to girls' schools. Still, if the district committee of any district where girls' schools are really numerous and flourishing, desire to spend savings from the grants-in-aid allotment or from some other source on prizes or scholarships for girls, the Lieutenant-Governor would have no objection.

18. Mr. Martin's report on Midnapore shows how many flourishing schools in that district owe their success to the liberality and support of rich zemindars. The example of the Jhargaon Rajah, who, though an illiterate man, supports a first-rate school and "compels his amlah and retainers to send their boys to his school, and encourages the munduls of his villages to send their sons to reside at Jhargaon" for the purpose of attending school, will, it may be hoped, be felt in the surrounding districts.

19. Mr. Woodrow's analysis (page 49) of the cost of the very efficient higher schools supported by Government in the Hooghly district shows that in Calcutta and Hooghly good English schools can be self-supporting. The Lieutenant-Governor hopes that in process of time schools of this class may become self-supporting all over Bengal; that many schools and colleges may be endowed by private liberality, such as has been shown during the past year in the establishment of the high school or second class colleges at Midnapore and Rajshahye; and that more of the funds which Government can afford for education may be applied to aiding middle and primary schools all over Bengal. At present this desirable end has been attained or nearly attained in the Hooghly district alone, where the college is supported by a private endowment, and some of the best Government schools are self-supporting, and where the contribution of Government towards the cost of higher schools (Government and aided) only amounted to a seventh of the whole cost, the remainder being found locally by fees, subscriptions, and endowments.

The Lieutenant-Governor would wish to be informed more particularly of the circumstances under which the Government Model School at Hooghly, which is said (page 68 of Mr. Woodrow's report) to have been a very successful and self-supporting school, was closed in 1872.

PRESIDENCY DIVISION.

20. The Lieutenant-Governor is much satisfied with the account given by Mr. Woodrow (pages 70-71) of the manner in which he and his deputy inspectors perform the work of inspection. He trusts that a complete system of inspection, such as Mr. Woodrow's and Mr. Martin's, may be maintained in all circles and in all districts. His Honor is glad to acknowledge that many of the deputy inspectors are valuable, hard-working officers, who have done a great deal for education in Bengal. Some of them have had the advantage of being stationary for many years in the same subdivision, where they frequently enjoy much influence and respect.

21. It is true, as Mr. Woodrow says, that a considerable sum of money is spent on education in the city and suburbs of Calcutta; but still, after all, the number of children under instruction in Calcutta is shown to be only 15,670 out of a population of 447,000 souls, of whom 142,000 are children under the age of 20 years. The number of primary schools in Calcutta is said to be only 38, at which 1,370 boys are under instruction; so that if this represents the whole lower education, the children of the lower classes must be even more wholly without the means of education in Calcutta than they are in the surrounding districts. The Lieutenant-Governor would hope that before long the Municipality of Calcutta may move the Legislature to permit the expenditure of some part of its large income on primary schools for the children of the Calcutta poor.

22. Mr. Woodrow's account* of the higher normal schools at Hooghly and Calcutta, where each pupil costs Government Rs. 86 or 88 a year, shows that these costly institutions have been kept up for years past to enable young men, some of whom may become schoolmasters, to get a good practical education at the Government expense without being trammelled by the requirements of the University course. Mr. Woodrow points out that in some subjects these higher normal schools teach up to the standard of the University First Arts Examination. This would be more satisfactory if the pupils were not paid for learning instead of paying as in other schools. The University is now beginning to admit

* This account is borne out by Mr. Fallon's and the Commissioner's account of the higher normal schools at Patna.

physical and practical science to a place in the ordinary Arts course; and it has been proposed that the University shall grant degrees or certificates for proficiency in one or more subjects without requiring every student to gain a smattering of a great number of subjects. When these schemes shall, in the fullness of time, be matured, the Lieutenant-Governor would hope that Government may be able to reduce the cost of its higher normal schools, and to trust to the University for a constant supply of teachers for higher and middle schools; the full sum available for normal schools can then be spent in training teachers for primary schools.

23. The Lieutenant-Governor observes that the Jessore district, in which heretofore there have been many more Government patshalas (primary schools) than in any other district of Bengal, is for its population educationally much behind the rest of the districts of the Presidency and Burdwan divisions. The report upon Jessore, and upon the other districts of Babu Bhudeb's circle, is not very full; but it is sufficient to show that the state of education in Jessore much needs the attention of the district committee and of the circle Inspector, Mr. Woodrow, if the district is to rise to the educational standard of Nuddea and Western Bengal.

RAJSHAHYE DIVISION.

24. The report for the districts of this division is meagre, but the Commissioner's letter of the 1st August 1872 has partly supplied the shortcomings of the Inspector's report. Babu Bhudeb's remarks (pages 141—143) upon the good and bad points of the indigenous Bengali patshala are recommended to the consideration of all inspecting officers. The Lieutenant-Governor fully accepts, and has indeed already acted upon, the view that our best hope of educating the masses is to improve the indigenous patshalas, and to make them the foundation of our schemes for primary education.

The ill-health of the late Inspector of the North-East Circle, who, some months before he went on leave, entirely failed to do what was required of him, appears to be the cause of the extreme meagreness of the reports for Dinagepore and Rungpore. The available statistics of unaided patshalas have not been used, and the figures for those districts convey no idea of the real state of education therein.

The Lieutenant-Governor has elsewhere expressed his view that an officer whose health made him so unfit for work as Mr. Bellett was, should have taken leave and made way for a successor who could do the duty.

25. In the Rajshahye district the number of unaided indigenous patshalas, if correctly reported, is very low. The scanty success of the aided English schools, supported by liberal zemindars, is remarkable; and it will be interesting to see if these schools become more successful hereafter. The proportion of Mahomedan pupils at the middle and primary vernacular schools of the Rajshahye district is larger than anywhere else in Bengal. About one-half the pupils, and a considerable proportion of the teachers at schools of both these classes, are Mahomedans; and it may be hoped that the proportion of Mahomedan school-boys will increase, inasmuch as 80 per cent. of the population of the district profess the Mahomedan faith. The proportion of Mahomedan school-boys in the Pubna district, where Mahomedans constitute the bulk of the population, is extremely small. The report shortly due will show whether the extension of the patshala system to Pubna will, as the Inspector hopes, bring Mahomedan boys to the Government schools.

COOCH BEHAR DIVISION.

26. The report for the Cooch Behar division does not convey any information regarding the state of its schools. The increase in the attendance at the Darjeeling aided mission schools is so far satisfactory, but the Lieutenant-Governor would have been glad to know what proportion of the pupils are Lepchas, Bhuteahs, or Paharis. He would hope, moreover, that the number of unaided schools in Julpigoree is larger than the report would show.

He would have been glad to know what support the Cooch Behar Maharajah's estate gives to schools in his great zemindaries, and what support the tea-planters are ready to give towards schools for the children of their coolies. The question of raising the status of the Julpigoree school can be referred by the district committee as soon as they have ascertained what support the great zemindars of the neighbourhood will give to the scheme.

DACCA DIVISION.

27. Mr. Clarke's account (page 189) of the whole Mymensing zillah school having given up Sanskrit, now that it is no longer compulsory, because they have not time for so heavy a subject besides their English, Bengali, history, mathematics, and science lessons, is worthy of note. The Lieutenant-Governor sympathizes with the step taken by these overburdened people, which is the more important because Mymensing is shown (page 22 of the Director's report) to be the most successful Government school in Bengal after the Ooterpara school and the principal collegiate schools. The Lieutenant-Governor much hopes that the University may before long see fit to grant certificates and degrees without insisting upon students taking up so very many difficult subjects at once.

28. The Lieutenant-Governor notes Mr. Clarke's opinion that all persons belonging to the petty shop-keeper class and upwards can read, write, and keep simple accounts, while ryots, laborers, fishermen, coolies, boatmen, servants, &c., can neither read nor write. Mr. Clarke's opinion, founded on several years' residence and travel among the people of Eastern Bengal, is entitled to much weight; but the Lieutenant-Governor would be glad to know how far this estimate is generally believed to be approximately correct. According to this view the educated and unlettered male (it is presumed that adult males alone are included in Mr. Clarke's distribution) population of Bengal proper would by Statement VI of the census report stand thus:—

Professional men, Government servants, persons engaged in trade and commerce, zemindars, putneedars, talookdars, &c., all able to read and write	580,000
Ryots, persons engaged in agriculture or service, and other adults not able to read or write..	10,896,000
Male children	6,659,000

By this reckoning little more than 5 per cent. of the adult males, or about $1\frac{3}{4}$ per cent. of the whole population in Bengal proper, can read and write. The Lieutenant-Governor hopes that in reality matters are somewhat better than this, and that there are a good many of the ryot, servant, and artizan classes who have picked up some kind of education at indigenous patshalas; but he fears that in fact the absence of education is very great.

29. The Lieutenant-Governor notices with approbation the account of the Hunchadi girls' school, which a young married woman of good position has opened and teaches in her husband's house.

Mr. Clarke's views upon the subject of devoting the minor scholarship money to vernacular scholarships, and his arguments upon the subject (page 204), are worthy of the attention of school committees when the time comes for them to take their decision under paragraph 3 of the scholarship resolution of the 5th October 1872.

30. The Dacca Inspector's figures (page 205) do not show the unaided patshalas, although several of his deputy inspectors have reported upon the number of indigenous patshalas. The Commissioner's report of the 22nd August also makes no mention of unaided patshalas. The Lieutenant-Governor hopes that next year's report will show that the number of unaided patshalas and maktabs in the Dacca division is really considerable. The proportion of Mahomedans among the scholars and teachers of the Dacca schools is exceedingly small; and it is remarkable that the six Mahomedans who are employed as schoolmasters are teachers in higher schools; one of the six is a B.A., and is second master in the Pogose School, which, next after the seven best collegiate schools, is the most successful higher school in Bengal. It seems fair to conclude that Mahomedans, who thus make efficient teachers in higher schools, cannot be so unfit for masterships as the figures at page 211 would indicate.

31. The Lieutenant-Governor concurs in the Inspector's view (page 214) that if the people of a place choose to have a higher school instead of a middle or vernacular school, they have a right to select their own description or class of school. We may be the more ready to admit the exercise of this right, as Government does not raise, but rather lowers, its grant-in-aid as the calibre of the school rises. Still we must always bear in mind the tendency in such schools to spend most of the money on the higher classes.

32. The number of schools and scholars is extraordinarily small in the Furreedpore district, and the average daily attendance bears a smaller proportion to the number of boys on the rolls than in most other districts. But all the boys who are under the instruction described by Mr. Wells (page 227, paragraph 10,) are outside the figures offered in the present report.

The progress of the Government and aided schools in Mymensing has been certainly good, and the liberality of the zemindars is creditable to themselves and to the district.

The Lieutenant-Governor observes, with reference to the Inspector's paragraph 13 (page 245), that the Government cannot hope, with the small means at its command, "to produce primary education among the masses *all at once.*" It hopes to make some small beginning of this great work, and His Honor shares the Inspector's belief that in Mymensing, as in other districts, the people are much more prepared to receive primary schools aided by Government than the Deputy Inspector of Mymensing apprehends. The views of this officer are controverted by the Deputy Inspector of Backergunge (page 238), who, with Mr. Clarke's concurrence, holds that any number of 5-rupee patshalas can be placed at once in most districts of Eastern Bengal. The Lieutenant-Governor hopes that the district committee will, with the Magistrate's advice, do what they can to enlist more Mahomedan schoolmasters in this large district, which, as Mr. Reynolds observes, is intensely Mahomedan.

33. As the Magistrate and Commissioner observe, Sylhet certainly seems to be educationally the most backward district in Bengal proper; the Lieutenant-Governor hopes that the large number of patshala grants recently sanctioned for Sylhet may be successfully placed. Sylhet, like Chittagong, is a district of well-to-do occupiers and small landowners, and should supply a large number of scholars for primary schools.

His Honor has already asked the Government of India, and he will repeat his recommendation, that a small percentage of the gross rental of khas mehals may be assigned by Government for the support of primary schools on its estates.

34. The absence of schools in a district like Cachar, which the British Government has now held for many years, in which there are some scores of resident European gentlemen, and in which many lakhs of English money are spent yearly, is very distressing. It seems from the Deputy Commissioner's letter that some of the educational funds granted to Cachar lapses annually. The Lieutenant-Governor trusts that the Deputy Commissioner and the committee will spend their funds to the best advantage, so as to make a beginning of some sort of education in Cachar. If the Deputy Commissioner finds it necessary to deviate in some respects from

the lines of the primary school resolution, the Commissioner can, in consideration of the peculiar circumstances of Cachar, sanction such deviation.

CHITTAGONG DIVISION.

35. The Government schools in Chittagong are few and scantily attended, but the account given of the indigenous and unaided schools is very cheering. The facts recounted at paragraph 16 of Mr. Clarke's report (page 266) bear out the Lieutenant-Governor's view that the fees at our Government and aided schools are too high for the children of the lower and lower-middle classes of the people. It seems clear that the Government patshala grant will be very usefully spent among the petty landholders and yeomen of Chittagong.

In Noakhally also there are but few Government schools, but the census returns (if correct) show that the number of indigenous schools is larger for the population than in most other districts of Bengal, there being 627 schools in the district to a population of 7 lakhs. The success of the Noakhally private vernacular school, where Persian is taught, and at which there are 77 Mahomedan to 56 Hindoo scholars, shows that in one at least of the Mahomedan districts of Eastern Bengal Mahomedans can be attracted to a high class vernacular school if the languages they affect are taught thereat. The action taken by Mr. Harvey, manager of the Paikparah estate, in establishing 13 new primary schools on the estate, will, the Lieutenant-Governor hopes, be followed by the managers (European and Native) of great estates in other parts of Bengal. Mr. Harvey's plan of having both a gooroomahasoy and a moulvie at each school will doubtless be carefully watched by the Magistrate and the Inspector.

PATNA DIVISION.

36. The Lieutenant-Governor has elsewhere remarked on the costliness of the arrangement whereby the expensive normal school at Patna pays stipends to "youths of good position" and prepares them for the University Entrance Examination within a few yards of the Patna College, where other students pay considerable fees for the same teaching. His Honor does not doubt that the Patna normal school teaching is good of its kind; but Government cannot afford

to pay stipends to lads who are being trained for the Entrance Examination, and the large grant to the Patna normal school must, as soon as arrangements can be made, be devoted to training teachers for primary schools in the several districts of Behar.

37. The Commissioner's report notes that whereas 5 per cent. of the population of his division, or 656,166 boys, ought to be at school, there are now only about 41,000 boys at school, of whom 16,000 are at unaided indigenous village schools. According to these figures only one boy to each 319 souls of the population in the Patna division is under instruction of any kind. In the district of Hooghly-with-Howrah, the proportion of school-going boys to the total population is about 1 to 45; so that Behar has a very great deal of ground to make up before it attains to the educational level of the best districts of Bengal.

38. The account given by the Deputy Inspector Suraj Mul Shere Ali of the indigenous schools (patshalas and maktabs) of Behar is full and instructive; but the Lieutenant-Governor fully concurs in the Commissioner's remarks that "these schools of primary instruction are the machinery which, if possible, the Government should utilise in the attempt to introduce or to improve elementary vernacular education throughout Behar." The Lieutenant-Governor would draw the attention of district committees and Magistrates in Behar and other divisions to paragraph 21 of Mr. Bayley's report extracted in the margin. He much hopes that the Deputy Inspectors as a body are too wise to despise the indigenous schools of their country. Indeed, the reports from Bengal divisions show fully that the Deputy Inspectors value highly these important institutions, and His Honor trusts that the same views may

"I annex from Mr. Fallon's report an estimate of the differences between the system followed in indigenous schools and Government schools It is no doubt in its main features correct, and the defects of system pointed out are those which it will be the duty of the local committees and Deputy Inspectors to endeavour to mitigate; but it will be fatal to the Government scheme if an endeavour is made at once to substitute the system of Government schools for that on which indigenous schools are now worked. I think it cannot be too much impressed on those who will have to work the new scheme that patshalas are to remain patshalas; that maps, books, and furniture, are not the first requisites, neither are registers and a variety of subjects; but the essential point is to take advantage of such teaching of reading, writing, and arithmetic as we find in existence, and endeavour gradually to improve it, not to substitute something (better perhaps, but wholly different) which the people do not want, or, if they do want, cannot pay for. It is because I see in all these Deputy Inspectors' reports a tone of contempt and hostility towards the indigenous schools, which if persevered in will make it very difficult to work the Lieutenant-Governor's scheme with efficiency, that I think it necessary to bring the matter prominently to the notice of Government."

spread among the subordinate inspecting officers of Behar, Orissa, and Assam. The remarks of the Commissioner and Inspector respecting the desire of the people to have Hindee instead of Hindustanee taught in village schools will have been met by the Lieutenant-Governor's orders directing that Hindee should be the language taught in Behar village schools, and that the Nagree character should be used in the court documents and papers which most concern the people.

39. The Inspector's account of some of the vernacular schools in and of the normal school at Gya is interesting. It is remarkable that in the Shahabad district, where the Mahomedans are only $7\frac{1}{2}$ per cent. of the total population, Mahomedan pupils should bear to Hindoo pupils the following ratios in the several classes of schools:—

Higher school	142	Mahomedans to		33	Hindoos.
Middle English school ..	30	„	„	133	„
Middle Vernacular school	90	„	„	197	„
Primary schools ..	286	„	„	656	„

Possibly the figures (page 323) for the higher school may be inverted, but even then the proportion of Mahomedan scholars is very high throughout; and these figures show that where Mahomedans belong to the upper and middle classes, and where we have Mahomedan teachers and school inspectors, boys of that persuasion come to our schools readily enough, and without any special inducements. In the face of these figures the Lieutenant-Governor cannot admit the general applicability of the Inspector's remark that "Mahomedan bigotry and pride stand aloof from our schools."

The Commissioner's report shows that in all Behar the most active and successful promoter of education is a Mahomedan. Mr. Bayley writes: "More than all these, "I think the thanks of Government are due to Syed "Imdad Ali, whose exertions organized and kept toge- "ther the Behar Scientific Society, and the Society's "schools are doing a useful work throughout the division. "He has, since the close of the year, started another school "of the same kind at Gya, which is warmly supported in "the district. It had over 100 pupils when it had only been "in existence for two months, and is doing a good and useful "work. The zillah schools have placed their minimum fee

"at one rupee, the Behar Scientific Society schools at 4 "annas." The Lieutenant-Governor fully believes that this Society is doing a great work.

40. It is satisfactory to learn from the Commissioner that "education has taken firmer root in Mozufferpore" than elsewhere in the division; for Mozufferpore is the capital of the most populous and richest district of the whole of India, a district where hundreds of Europeans reside, and whence several hundred thousand pounds worth of indigo and opium are exported annually. In some parts of the great district of Tirhoot the people are said to be extremely backward, and to evince a "sullen discontent" with the action of Government and its officers. The Lieutenant-Governor hopes that the very liberal grant recently made for primary schools in Tirhoot will be well administered, and that the great landholders and the indigo-planters will co-operate with Government in extending primary schools. In the district of Sarun, containing two millions of souls and a denser population than any district in Bengal except Hooghly, there are in all only 14 Government and 10 aided schools; 365 unaided indigenous schools were reported to be in existence at the census, and the Deputy Inspector reports that these unaided schools (patshalas and maktabs, as they are called) are improving. On a review of the figures of educational expenditure, schools, and scholars in Sarun and Chumparun, the Lieutenant-Governor fully sympathises in the Commissioner's regret that so little should yet have been done to promote education in these great and rich districts. He hopes that the patshala grant, the patshala scholarships, and the new grant-in-aid assignment, will be worked by the Magistrates and the district committees so as in some way to wipe off the reproach which rests upon the Patna division for its backwardness in educational matters. The Commissioner's account of the steps taken to establish primary schools on the great estates under the Patna Court of Wards is satisfactory, and the Lieutenant-Governor hopes that the next report may show that these measures have borne full fruit. The Board of Revenue have intimated their readiness to sanction reasonable expenditure from wards' income on primary schools. And the district committees will be able to apply such remedy as they may see fit to "the prevent defective system" described in the Commissioner's 27th paragraph, whereby vernacular scholarship-holders waste two-thirds of their time in zillah schools.

BHAUGULPORE DIVISION.

41. This division is shown by Mr. Woodrow (page 59 of the Director's report) to enjoy a smaller educational grant, and to have fewer schools in proportion to its population than any part of Bengal. The detailed figures offered by the Inspector and the Commissioner fully bear out Mr. Woodrow's view.

In the three districts of Monghyr, Bhaugulpore, and Purneah, containing nearly four-and-a-half million souls, there are only 42 Government and aided schools, on the rolls of which are only 1,849 boys. The census returns show that there are about 928 unaided indigenous patshalas in these districts. If each of these contained ten boys, the total number of children under instruction would be about 11,000 boys, or about one school-boy to 409 souls. Further, the report seems to show that all the existing schools in these three districts, excepting those in the towns of Monghyr and Bhaugulpore, are in an inefficient state. We cannot hope that the Bhaugulpore division will recover its lost ground all at once, or that the rustics of Monghyr and the cowherds of the grass lands across the Ganges will suddenly take to education; but the Lieutenant-Governor hopes that the district committees will do their best with the patshala grants and the grant-in-aid allotment. By enlisting the aid of the many rich zemindars some beginning can surely be made; and even in Purneah there must be villages where Government patshalas would be welcomed. Much care and attention will have to be given to training men of the country to become efficient schoolmasters. The certificated teachers produced by the Bhaugulpore normal school, though few in number, appear, with only one exception, to have opened schools, or to have become schoolmasters. It is satisfactory to find that so many of the pupils at the Purneah training school are Mahomedans, for teachers of that persuasion must be very greatly wanted among the great Mahomedan population of the Kissengunge sub-division.

The only exception to the general backwardness of the Bhaugulpore division is the comparative progress in the Sonthal Pergunnahs, where the exertions of missionaries have, with some Government aid, succeeded in establishing a considerable number of efficient village schools wherein Sonthali is taught.

ORISSA DIVISION.

42. In this division the Government already spends a good deal of money on education, but the peculiarity of Orissa is that the indigenous village school is there a much more universal institution than in any other part of Bengal. The Commissioner's report showed that there were 4,170 such schools in the division, and the present report shows that Orissa is at least as ready as any part of Bengal proper to receive and utilise the Government patshala grant.

The Lieutenant-Governor has recently reviewed the progress of education in Orissa at some length, and has expressed his satisfaction with the administration of the department by the late Inspector and the Commissioner. He notes that the great Government estate of Khurdah does not appear to support any primary schools, and trusts that this may be remedied. He relies on the Commissioner and the district officers to see that bigoted Deputy Inspectors do not begin by improving off the face of Orissa the indigenous patshala which they so roundly condemn, but on which after all the scheme for educating the masses must rest. His Honor hopes that the excellent example set by the Maharajah of Dhenkanal may be followed in the surrounding chiefships and in the zemindarees of the coast. The Commissioner's report shows that in the Keonjhur estate the chief spends Rs. 1,442 a year, or nearly three per cent. of his gross revenues, on primary schools for his people.

At Cuttack, that most liberal of native gentlemen, the Maharajah of Vizianagram, proposes to found a school or college to which the sons of chiefs and others may be attracted.

CHOTA NAGPORE DIVISION.

43. There seems to be plenty of room in this division for the extension of primary schools under the resolution of September 1872, although English schools are not in much request outside the head-quarter stations where the Government officials reside. The reverend missionaries at Ranchee and Chyebassa have already received the thanks of Government for the work they are doing among the Kols; if they succeed in training a sufficient number of Oraon and Moonda teachers for village schools, they will deserve the fullest

support which the district committees can give to their mission primary schools. The Lieutenant-Governor hopes it will turn out that Hazareebagh has a fair number of indigenous patshalas; he himself saw one very flourishing unaided school of this kind in a village on the Grand Trunk Road. In Maunbhoom, where the people are more than half Bengalees, the Government patshala scheme will doubtless, under Colonel Rowlatt's plans, prove a success.

ASSAM DIVISION.

44. Owing to the ill health of the late Inspector, the Assam division report is very imperfect. The Commissioner's full report, which was published in October last, goes far to supply the Inspector's deficiencies. Assam has received larger Government grants for education than some of the older, richer, and more populous parts of Bengal; and as yet the people of Assam contribute a much smaller proportion of the cost of their schools than do their brethren in Bengal. It is quite clear that this liberal expenditure during the last few years has borne much fruit in Assam, for the Commissioner writes that "excepting the hill districts every district in the province has a zillah school teaching up to the standard of the Calcutta University Entrance Examination * * * * the progress of education in Assam is further illustrated by the fact that while in 1862 we could hardly get a clerk from among the natives of the province, at present the Superintendent of the Judicial Commissioner's office and several of the district officers' chief clerks are Assamese."

The Deputy Commissioners and sub-divisional officers note that the Assam villagers are ready and anxious for the extension of the patshalas where Assamese is taught. Tea-planters who have given attention to the subject of education in Assam, say that education in handicrafts is more required than instruction in reading and writing; and as yet there are no regular schools among the coolies on tea gardens. The Williamson Fund schools, the public workshops, and the jail manufactories, will, the Lieutenant-Governor hopes, gradually do something to spread a knowledge of practical science and practical art among the rising generation in Assam.

45. The Lieutenant-Governor would publicly express his thanks to the Commissioners and the district and sub-divisional officers of Bengal for the attention they have given

to the subject of education and for the way in which they have met the wishes of Government. The officers of the Education Department as a body also deserve the warm acknowledgments of Government for their work during the year 1871-72. The Lieutenant-Governor would especially acknowledge the good service done by Mr. Woodrow, both as Inspector in his own division and as Officiating Director. He voluntarily undertook the labour of preparing the present report. Hitherto the Bengal educational statistics and reports have been more or less a jungle, for they were, as has already been observed, arranged on lines and a geography all their own and unintelligible to any one else; while the figures and reports of the different Inspectors were not compared or collated. To reduce this information to order, according to civil divisions and districts, was a great task involving much labour. To the many missionaries who have been working in the cause of education throughout Bengal, the best thanks of Government are most justly due. The Lieutenant-Governor would acknowledge the service done in the cause of education by the liberal Native and European gentlemen who are named in the Inspectors' reports. Out of the long list of benefactors to education His Honor would select especially the names of Maharanee Surnamai, Ranee Sarat Sundaree of Pootee, Janovi Chowdhranee, the Maharajah of Burdwan, the Maharajah of Dhenkanal, the Rajah of Doomraon, Rajah Promathnath Roy of Digha Pootia, Baboo Haranath Roy of Dubalkati, Syed Abdool Ghunnee, C.S.I., Baboo Joykissen Mookerjee, Baboo Rash Beharee Dutta, Messrs. Burrowes and Thomson, and Mr. W. Sheriff of Jessore. The thanks of Government are also due to the European and Native ladies who in Calcutta, Orissa, Rajshahye, Midnapore, Patna, Chittagong, and elsewhere, have exerted themselves for the education and improvement of the women and girls of Bengal.

46. The Lieutenant-Governor would have wished to close this review with a statement of the number of schools and scholars, and the amount of money expended in each division during the year 1871-72. The summary given by Mr. Woodrow in Appendix C is very full so far as it concerns Government schools, but it does not give the latest information regarding unaided schools. The Lieutenant-Governor has, however, caused the following statement to be prepared to show, as far as our materials permit, how education and schools in Bengal stood on the 31st March 1872. Some of

the figures must be merely conjectural, as, for instance, the cost of the Serampore College, which renders no returns, or the number of indigenous schools in Mymensing, for which no school census was given.

The number of indigenous village schools may perhaps be below the truth for some districts, and the figures for pupils and expenditure at such schools are in some degree conjectural. The average number of boys at indigenous patshalas has been taken at from 7 to 20, and the cost of each patshala at from Rs. 50 to 100 a year, according to the circumstances of the district. It is much to be hoped that next year we shall have more complete and reliable figures. The table thus compiled is as follows.

Table showing the number and cost of all the Colleges and Schools as they total expenditure

	Number of institutions with particulars, or whether Government, aided, or unaided.			Number of pupils on the rolls.
Colleges (ordinary) ...	Government ...	9		
	Aided ...	5		
	Unaided ...	2		
			16	1,323
Colleges (special for medicine, engineering, art, Arabic, &c.)	Government ...	12		
			12	1,800
Higher schools ...	Government ...	52		
	Aided ...	78		
	Unaided ...	47		
			177	30,023
Middle „ ...	Government ...	222		
	Aided ...	1,240		
	Unaided ...	196		
			1,658	79,123
Primary „ ...	Government ...	1,833		
	Aided ...	618		
	Unaided ...	18,000		
			20,451	2,81,000
Normal „ ...	Government ...	26		
	Aided ...	15		
	Unaided ...	1		
			42	1,867
Girls' „ ...	Government ...	2		
	Aided ...	297		
	Unaided ...	45		
			344	9,518
Scholarships ..	.....	.....		.....
Direction and inspection	.....	.....		.....
Miscellaneous educational expenditure ...	.....	.. ...		.....
	Total	.....	22,700	4,04,654

are estimated to have existed in Bengal in 1872, *with an account of the on education.*

Cost in the year 1871-72—				
To Government	To fee income.	To endowments and subscriptions.	Total.	
Rs.	Rs.	Rs.	Rs.	NOTE.
2,31,000	1,03,000	1,07,000	4,41,000	The cost and the fee income of unaided schools and colleges has been taken for the purposes of this statement to be about equal to the average of aided institutions of the same class.
2,03,000	62,000	6,000	2,71,000	
2,26,000	3,51,000	1,33,000	7,10,000	The average cost of patshalas comes to something below Rs. 78 a year, and the average number of pupils comes to 12 for each patshala. No doubt many patshalas contain only 5 or 6 boys; but, on the other hand, flourishing patshalas in populous places have an attendance of 40 or 50 boys. The Lieutenant-Governor himself came across an unaided patshala in Patna city which contained over 60 boys. It is supposed that one quarter of the cost of unaided patshalas is borne by subscriptions and endowments, and three quarters by fees paid in money or in kind to the rural schoolmasters.
3,24,000	2,57,000	3,14,000	8,95,000	
1,28,000	9,55,000	3,63,000	14,46,000	
1,32,000	7,000	19,000	1,58,000	
71,000	15,000	1,05,000	1,91,000	
1,45,000	.....	7,000	1,52,000	
3,14,000	.....	.....	3,14,000	
40,000	.....	.....	40,000	
18,14,000	17,50,000	10,54,000	46,18,000	

By order of the Lieutenant-Governor of Bengal,

L. C. ABBOTT,

Offg. Under-Secy. to the Govt. of Bengal.

No. 1822.

COPY of this resolution forwarded to the Director of Public Instruction for information and guidance.

No. 1823.

COPIES of this resolution forwarded to all Commissioners of Divisions for their information and guidance, and for communication to District Magistrates and District Committees.

By order of the Lieutenant-Governor of Bengal,

L. C. ABBOTT,
Offg. Under-Secy. to the Govt. of Bengal.

CALCUTTA,
The 19th May 1873.

No. 1727, dated Calcutta, the 9th May 1873.

From—H. J. S. COTTON, ESQ., Offg Assistant Secretary to the Government of Bengal, General Department,

To—The Director of Public Instruction.

I AM directed to acknowledge the receipt of your letter No. 153, dated the 15th ultimo, soliciting sanction to the immediate appointment of twelve Sub-Inspectors of Schools in the districts of the Chittagong Division (viz. Chittagong, Noakhally, and Tipperah), and in reply to communicate the following remarks and observations of the Lieutenant-Governor.

2 The Inspector of Schools (Mr. Clarke) asks for these Sub-Inspectors for the purpose of preparing the annual returns. With reference to this point I am to refer you to Mr. Bernard's recent letter* to your address, on the question raised by the Magistrate-Collector of Balasore, about the simple single return that is required from the primary schools.

* No. 1547, dated the 21st ultimo

3. For the present the Lieutenant-Governor can sanction only:—

1 Sub-Inspector on Rs. 40 a month for Chittagong sudder station.
1 Ditto ditto on „ 40 for Cox's Bazaar.
1 Ditto ditto on „ 40 for Noakhally.
1 Ditto ditto on „ 30 for Tipperah sudder station.
1 Ditto ditto on „ 40 for Brahmunbariah.

4. With reference to what Mr Hankey says about the expediency of having a Deputy Inspectorship of above the third grade in the Chittagong district, so as to give some hopes of promotion, and to your own remarks on this subject about promotion, I am to say that when it is seen exactly what each district requires and obtains, it will probably be desirable to distribute the higher grade appointments

according to divisions, so as to give the Deputy Inspectors of each division hopes of promotion. But for the present it will be better to wait until the requirements of each district are known.

5. As to the insufficiency of the salary of Rs. 30 a month to begin with, the Lieutenant-Governor observes that Rs. 25 and 30 have been found sufficient to retain the services of Sub-Inspectors in Behar. The duty of these Sub-Inspectors will be principally connected with primary schools; high English scholars are not required for this duty, and good men of sound vernacular education ought to be available at Rs. 30 a month with hope of further promotion.

No 1728.

EXTRACT, paragraph 3, forwarded to the Accountant-General for information.

No. 1729.

EXTRACT, paragraph 3, forwarded to the Financial Department of this office for information.

By order of the Lieutenant-Governor of Bengal,

H. J. S. COTTON,

Off. Asst. Secy. to the Govt. of Bengal.

CALCUTTA,

The 9th May 1873.

No. 1861, dated Calcutta, the 22nd May 1873.

From—C. BERNARD, ESQ., Offg. Secretary to the Government of Bengal, General Department,

To—The Director of Public Instruction.

I AM directed to acknowledge the receipt of your letter No. 1442, dated 8th April, supporting the proposals of the Commissioner and the Inspector of Dacca, that the number of Deputy Inspectors and Sub-Inspectors of Schools in the Dacca division should be raised from ten to twenty-seven. The Inspector puts his request for additional inspecting agency very much on the ground that without a strong staff of Sub-Inspectors he shall not be able to get full and reliable statistics for patshalas and primary schools. Further, he "grounds his recommendation independently of sub-divisions, and on the hypothesis that one Sub-Inspector will be required for every fifty schools."

2. In reply I am to state that the Lieutenant-Governor is prepared to sanction up to twenty Deputy and Sub-Inspectors for the Dacca division, in which there are twelve outlying and six head-quarters sub-divisions. The Commissioner is authorized to appoint additional Sub-Inspectors on Rs. 30 a month up to that limit. But each Sub-Inspector must be told off to a sub-division. The Inspector must not disregard the existing local divisions, or the Lieutenant-Governor's wish that the geography of the Educational Department

should agree with the geographical division of the civil administration. If a Sub-Inspector is required at the head-quaters' sub-division, or if in the Sylhet district, where there are no sub-divisions, more than one Sub-Inspector is required, the Commissioner can appoint and put new men up to the limit named above.

3. I am to add that the Lieutenant-Governor does not at all wish the new patshalas during the first year of their affiliation to Government to be overburdened with very detailed returns, such as the Educational Department very properly exacts from large English schools Recently the Lieutenant-Governor has prescribed one short and simple return, which may for the present be furnished for all patshalas in place of the several elaborate returns required for more advanced schools.

4. In regard to the impolicy of exacting from primary schools very elaborate returns, I am to refer to the remarks contained in Sir John Grant's Primary School Despatch of 1860, which was recently republished in the *Calcutta Gazette*. From those primary schools where payment results on anything like the plan now on trial in the Midnapore districts, it would be especially unprofitable to exact elaborate returns.

5 The Lieutenant-Governor most fully recognizes the necessity insisted upon in Sir John Grant's letter and now urged by Mr. Clarke, for active inspection of primary schools aided or supported by Government. Thorough and intelligent inspection is required not only in placing the Government grants, but as to secure the efficient working of schools which have received grants The funds at the disposal of Government for primary schools are unhappily very small; and it is very necessary to see that in haste the money is not given unworthily.

6. It has been suggested to the Lieutenant-Governor that the best of the circle pundits who used to manage circle schools on the system which Mr. Woodrow introduced in the Dacca division, would make cheap and efficient Sub-Inspectors of primary schools in those tracts where schools might be close together. If the Commissioner of Dacca and Mr. Clarke should think fit thus to employ the most efficient of circle pundits on the work of inspection, the Lieutenant-Governor will have no objection to the experiment being made of paying selected circle pundits, at the rate of Rs. 25, and making them Deputy Inspectors of smaller tracts than a whole sub-division.

No. 1863.

Copy of the foregoing, together with copy of the Director's letter, and its enclosures, forwarded to the Magistrate of for information.

By order of the Lieutenant-Governor of Bengal.

H. J. S. COTTON,

Offg Asst. Secy. to the Govt. of Bengal.

Calcutta,

The 22nd May 1873.

No. 1856, dated Calcutta, the 22nd May 1873.

From—C. BERNARD, Esq., Offg. Secretary to the Government of Bengal in the General Department,

To—The Director of Public Instruction.

THE Commissioner of Burdwan has pointed out that the instructions regarding the preparation of the annual educational reports, as contained in General Department circular No. 8, and in Rule 3 of the rules for District Committees, do not coincide, and he asks whether there are still to be two educational reports or only one.

2. The passages in the orders to which the Commissioner refers are as follow :—

Circular No. 8 of the 6th March 1873.

" The sub-divisional officer must submit to the District Magistrate-Collector—

On the 25th April.—AN educational report for the same year. Any sub-divisional officer who as a Sub-Inspector of Schools allotted to his division will, unless he prefers to draw the report up himself, cause the Sub-Inspector to draw up an annual report and statements, which he will forward with any remarks or memoranda he may think fit to offer. For the year 1872-73 he will especially note how the orders of Government in the recent educational resolutions have come into effect. If the sub-divisional officer has no special Sub-Inspector under his orders, he will submit himself a report showing what is the state of education in his sub-division, and what has been the educational progress of the year, and how far he has himself been able to aid in establishing and directing primary or other schools."

" District officers will have to submit to the Commissioner—

On 15th May.—The educational report."

" Commissioner will have to submit—

On 25th June.—Educational report, which should be drafted by the Inspector of Schools upon such special or general matters as the Commissioner might direct, and to which the Commissioner should append his own remarks. These reports will be forwarded to the Director of Public Instruction for submission to Government, and publication with his report. The Inspector will receive from the Commissioner the district reports, and will review them under the Commissioner's instructions."

3. In order to remove all possibility of doubt, the Lieutenant-Governor directs me to explain that there is to be only one sub-divisional district and divisional educational report. The sub-divisional officer's education report will be prepared and submitted to the Magistrate-Collector as directed in Circular No. 8. Hereafter when sub-divisional school committees are formed and become realities, the draft sub-divisional report would be laid before them, just as the draft district report is laid before the District Committee.

Rules for the guidance of District Committees circulated by the Director of Public Instruction and approved by Government.

ANNUAL DISTRICT REPORT.

31. "The committee will prepare an annual report on the operations of the year and the educational state of the district, and will append thereto the Deputy Inspector's report with complete statistical tables in the forms prescribed. This report will be submitted to the Inspector of the Circle, who will digest the district reports and submit them to the Commissioner with a general report of his own. The Commissioner will forward the report to Government through Director of Public Instruction with his own remarks."

4. The sub-divisional reports, with the District Deputy Inspector's tables, will be laid before the District Committee, together with a draft report by the District Deputy Inspector, or the Secretary to the District Committee, or by the Magistrate of the district, as the case may be. The draft report, with such alterations and additions as the District Committee or the Magistrate may see fit to make, will be forwarded through the Magistrate of the district to the Circle Inspector. It is expressly provided in the next foregoing sentence that either the committee or the Magistrate may make alterations and additions, because the circumstances of districts and of district Committees differ widely. For instance, in the Hooghly district the strong and able committee will, the Lieutenant-Governor anticipates, fully discharge their functions, will in reality administer the school of the district, and will be responsible for the report. In such a district as Singbhoom, for instance, on the other hand, in practice the responsibility for the educational administration and for the district report will, outside missionary schools, probably rest on the Deputy Commissioner for some time to come. Between the circumstances of Hooghly and those of Singbhoom there are several gradations, and it will not be possible to lay down a hard line as to the responsibility of the District Committee and of the District Magistrate in each district.

But wherever the committee may really and actively administer the educational funds of their district, and may accept the responsibility of the report, such report will go through the District Magistrate, who will have the option of adding any remarks he may see fit.

5. The divisional report will be prepared by the Circle Inspectors, except in the case of Orissa, where the Joint-Inspector will, if the Commissioner sees fit, prepare the report. Each Commissioner will exercise his discretion whether he will cause his divisional report to be drafted by the Inspector on his own instructions, or whether he will have the Inspector to prepare the report himself, and forward such report to the Director with his (the Commissioner's) remarks. It is to be understood that the Inspector is to have an opportunity of fairly expressing his view.

In the case of Orissa, where there will be a Joint-Inspector, the report for 1872-73 will probably have to be drawn up by the Circle Inspector. In future the Joint-Inspector can prepare the report, and the Circle Inspector will lay it before the committee with his remarks.

Dated Calcutta, the 29th July 1873.

RESOLUTION—By the Government of Bengal in the General (Education) Department.

READ—

The following papers regarding the increased extension of educational facilities to Mahomedans in Bengal, namely—

Bengal Government letter No. 2918, dated 17th August 1872, with enclosures.

Home Department Resolution and letter dated 13th June 1873.

Also the proposals by Mr. H. Woodrow, then Officiating Director of Public Instruction, under date the 9th August 1872, with the Lieutenant-Governor's orders thereon.

Also letter No. 242B, dated 28th November 1871, from the Commissioner of Dacca, enclosing a memorial signed by Khajeh Abdool Gunny, C.S.I., and other Mahomedans of Dacca, praying for the establishment of a Mahomedan College at Dacca, and specifying the advantages and concessions they specially desire.

Also the Commissioner of Dacca's report No. 102A, dated 16th June 1873, upon the question put by Government as to the languages which Mahomedan boys at Government schools in Eastern Bengal wish to learn.

The Lieutenant-Governor observes that all the Government schools in Bengal, except the Sanskrit College and the Hindu School in Calcutta, are already open to Mahomedan as well as to Christian and Hindu scholars; and he has, in the correspondence cited above, expressed his unwillingness to found, with Government money, special schools for any particular creed or denomination, though he was willing to sanction special classes for Mahomedans in exceptional circumstances. Accordingly, the Lieutenant-Governor had, in 1871, directed that if there were at any Government schools in Eastern Bengal, or elsewhere in Bengal Proper, sufficient Mahomedan scholars who desired to learn Arabic and Persian, arrangements should be made for teaching those languages in special classes. He submitted to the Government of India his view that we should teach the general body of Mahomedans of Bengal their own vernacular, which is Bengalee, in the Bengali character, but with some infusion of Persian words; that we should teach Western learning to such Mahomedans as may seek it through the medium of English and Vernacular, rather than through the medium of Arabic or Persian; but that we should, at specially endowed colleges, teach the classical languages of Persia and Arabia to Mahomedans in their own way, so far as to satisfy the requirements of their religion, their ideas of a liberal education, and the genuine demand for oriental learning for its own sake.

2. While the Lieutenant-Governor thought that the Government funds could not be properly devoted to separate Mahomedan colleges and schools to a greater extent than at present, he also felt that the

endowment of Mahomed Mohsin of Hooghly, which is managed by the Government, afforded a legitimate means of promoting special Mahomedan education. Accordingly, in submitting these views to the Supreme Government, the Lieutenant-Governor proposed that so much of the Mahomed Mohsin endowment as is assigned for educational purposes should be spent in giving practical effect to proposals for furthering Mahomedan education throughout the country. In order that we might be able to devote the whole proceeds of the Mohsin educational endowment to Mahomedan education, the Lieutenant-Governor asked the Government of India to make some special grant to enable this Government to set free from the general purposes of the Hooghly College the Mohsin funds, and with the proceeds to defray the cost of Mahomedan Madrissas at the centres of Mahomedan population, such as Dacca, Chittagong, and Rajshahye

3. The Government of India have now expressed their general approval of the Lieutenant-Governor's views and plans; and they have, with a liberality for which the Government of Bengal is most grateful, made for the purpose indicated an addition of Rs. 50,000 to the grant for education in Bengal. This additional grant will enable the Bengal Government to maintain as a full power college the large and successful general college at Hooghly. His Excellency the Viceroy in Council has also approved the appointment of a European officer on a salary of not less than Rs. 1,000 a month as Principal of the Calcutta Madrissa, and possibly as Superintendent of Madrissas in Bengal; and has expressed a wish that Mahomedan Madrissas or departments should be grafted on to existing colleges and high schools at the centres of Mahomedan population in Bengal.

4. The funds which the Lieutenant-Governor has at his disposal for special Mahomedan education are—

	Rs.
(1) Grant to the Calcutta Madrissa and its attached schools, as per the Educational Budget of 1873-74	38,000
(2) Mahomed Mohsin Education Endowment, yielding per annum about	55,000
Total ...	93,000

From the sum available, as above mentioned, must be met—

First.—The cost of the Hooghly Madrissa and boarding-house and the difference between the full college or school fees and those paid by Mahomedan scholars. The grant for the Hooghly Madrissa and boarding-house during the year 1873-74 is Rs. 5,000, besides scholarships; the Lieutenant-Governor would make it in future Rs. 7,000, in accordance with plans for other Madrissas to be presently stated.

Secondly.—The cost of the Calcutta Madrissa and Anglo-Persian Department and boarding-house, and of the Branch School at Collinga. The Lieutenant-Governor is satisfied that the

Mahomedans of Bengal would wish the Calcutta Madrissa to be retained, whatever other Madrissas may be established. Excluding scholarships, the grant for the Calcutta Madrissa and its attendant institutions during the year 1873-74 was Rs. 34,500 gross, the fees being credited to Government. The new appointment of a Principal and Superintendent of Madrissas must considerably increase this charge; and the Lieutenant-Governor would, if necessary, assign Rs. 35,000 plus its fees, or about Rs. 40,000 in all, as the cost of this institution and its dependencies. The establishment of moulvies and teachers at the Calcutta Madrissa requires revision. The number of teachers seems too large, and the salaries of the junior teachers may be too small. For the 80 or 90 Arabic students there are seven moulvies, besides the professor; while, for the 320 boys in the Anglo-Persian department, there are 18 teachers, besides the professor and the resident moonshee. The Director of Public Instruction will be instructed to submit an early report on these establishments.

There will remain Rs. 51,000 to be spent on Madrissas at Dacca, Chittagong, Rajshahye, or other places in the Mahomedan districts, on scholarships, and on other means of promoting the education of Mahomedans

5. The Lieutenant-Governor proposes that the new Madrissas should consist of a boarding-house for Mahomedan students, a set of rooms for study, and a staff of Mahomedan officers (who should teach Arabic and Persian, and other branches not requiring a knowledge of English), as well as a master capable of acting as home tutor for English education. One at least of the teachers would have free quarters in the boarding-house, and would have charge of the boarders. The Madrissa would be attached to, and the boarding-house would be near, the college or high school, and Mahomedan boys of approved merit, who attended school or college, would have two-thirds of their school fees paid for them from the Madrissa funds.

6. Of all the eastern districts, Chittagong and Noakhally are those which have the largest population of Mahomedans of the class which seek education and send students to the Calcutta and Hooghly Madrissas. Rajshahye is centrically situated in a part of Bengal, nearly three-fourths of the inhabitants of which are Mahomedans. Dacca, on the other hand, is a still more important centre, and has also around it a very large Mahomedan population; and the Commissioner reported in 1871 that Khajeh Abdool Gunny, C.S.I., with many influential Mahomedans, wished to have an exclusively Mahomedan college established at Dacca, whereat students might learn English or Arabic. The memorialists, it is observed, especially say that they do not require Bengali or Hidustani to be taught at this college, as their children learn these languages sufficiently well at home. The memorialists lay much stress on having a European gentleman, with some knowledge of Persian and Arabic, at the head of the Dacca Madrissa. The Commissioner reported in 1871 that a piece of land would be given for the site of a Madrissa at Dacca, and that eventually wealthy Mahomedans might probably come forward to endow such an institution.

7. If the Mahomedan gentlemen of Dacca should furnish the funds for a separate college of their own, every assistance shall be given to them, and the Mohsin Madrissa grant will be amalgamated with their funds. But putting this question apart, the Lieutenant-Governor's present view is, that it will be best to establish, in addition to the Hooghly Madrissa, Madrissas at Dacca, at Chittagong, and at Rajshahye, consisting of not less than the following:—

(*a*) A boarding-house with three or more school-rooms, and a decent house, after the native style, for the resident teacher.

(*b*) An establishment consisting of—

	Per annum. Rs.
Superintendent on Rs. 200, rising to Rs. 250 ...	2,700
1st teacher on Rs. 75, rising to Rs. 100	1,020
2nd ditto on „ 40, „ to „ 60	640
Contingencies and prizes, at Rs. 120 a month ...	1,440
Servants for boarding-house and grant-in-aid of boarders' messing, at Rs. 100	1,200
Total per annum ...	7,000

For Dacca a more highly-paid staff might be allowed, say a Superintendent on Rs. 350 per mensem, and annual net grant of Rs. 10,000. The Superintendent should be, if possible, a Mahomedan, who knows both English and either Arabic or Persian, and he should be competent to teach Mahomedan law. The Madrissa building should be as near as possible to the college or high school or zillah school buildings; boarders or other Mahomedan boys approved by the committee would be allowed to attend the English, law, survey, science, and other classes of the college or school on payment of one-third the usual fees, the other two-thirds being paid by the Mohsin Fund. Each Madrissa would be under the management of a special committee, or of a special sub-committee of the general District School Committee. Such committee or sub-committee should consist of Mahomedans and Europeans, and the Superintendent of the local Madrissa would be a member, and might be secretary. At Dacca and Hooghly the Principal of the college should be a member of the committee. The cost of the buildings, which should not be very expensive, would be met from the uninvested surplus of about Rs. 90,000 now in the hands of the Mohsin Fund trustees.

8. The Lieutenant-Governor would not at present lay down the course of study in Mahomedan literature, or Mahomedan law, which should be pursued at the Madrissas. He would leave details to be settled by the local superintendents and the local committees under the general supervision of the superintendent of Madrissas. His view generally is, that we should teach at Madrissas such Persian and Arabic, and a reasonable amount of Mahomedan law and literature, as students may wish to learn, and that we should give special facilities to Madrissa students who may elect to take the ordinary English course of study, and to read physical science.

9. It has often been urged that the best Bengal Mahomedans are usually men of small means. The Lieutenant-Governor believes this to be true; and he would set aside a further sum of Rs. 7,200 to be allotted, at the rate of Rs. 800 a year, to each of the zillah schools marginally noted, for expenditure, partly in paying two-thirds of school fees of deserving Mahomedan boys who may attend regularly at these schools, and partly in bearing a share of the cost of a teacher of Arabic and Persian. The views of the Mahomedan members of the District School Committees should be allowed much weight in deciding how these grants are to be spent. A sum of Rs. 8,000 might be set aside to meet two-thirds of the college or school fees of deserving Madrissa students who may attend the Presidency, Hooghly, or Dacca Colleges, or the collegiate and other schools near which a Madrissa may be established.

Jessore.	Bakergunge.
Rungpore.	Mymensing.
Pubna.	Tipperah.
Furreedpore.	Noakhally.

Sylhet.

10. There will remain a sum of Rs. 11,800 available for various expenses which may prove necessary, and especially for Mohsin scholarships. All scholarships now held at the Calcutta and Hooghly Madrissas will be continued to their holders. The number, amount, and duration of the scholarships can be settled as soon as the new Madrissas are established. But in the interest of all parties, the Lieutenant-Governor thinks that a large proportion of the sum available should be devoted to the encouragement of Mahomedan lads who learn English and succeed in English studies and physical science. In general terms, the Lieutenant-Governor would say that we oguht to establish some Mohsin scholarships of Rs. 4 or Rs. 5 per mensem tenable at zillah schools; and some of Rs. 15, Rs. 20, and Rs. 25 per mensem tenable at ordinary or special colleges, or at the civil service classes. Perhaps it might be possible to have one Mohsin scholarship of Rs. 1,000 a year tenable in England by successful Mahomedan students of English.

11. The total annual cost of the above arrangements will be—

	Annual cost in Rs.
Calcutta Madrissa, &c.	35,000
Dacca Madrissa	10,000
Establishment and boarding-house of three Madrissas	21,000
Various further expenses, including scholarships ..	11,800
Assignment for Mahomedan education at nine zillah schools	7,200
Assignment to meet the cost of paying two-thirds fees of Madrissa boys who may attend at the Presidency, Hooghly, and Dacca colleges or collegiate schools, or at the Rajshahye and Chittagong schools, or law classes	8,000
Total ..	93,000
Amount available as per paragraph 4 above ..	93,000

12. The Lieutenant-Governor hopes that Mahomedan gentlemen of wealth and liberality, of whom there are many in Eastern Bengal, will sooner or later come forward to endow scholarships or otherwise to support the new Madrissas which are to be established. The Commissioner of Dacca will be asked to communicate with the memorialists of 1871, and to ascertain how far they are willing to help. The funds at the Lieutenant-Governor's disposal do not permit of his providing a competent European Principal for the Dacca Madrissa; but if the memorialists still desire to have such an officer over the Dacca Madrissa, and see their way to guaranteeing an additional income of Rs. 6,000 per annum, the Lieutenant-Governor would hope to be able to meet their wishes.

13. The arrangements now proposed do not set aside any funds for aiding Mahomedan primary schools. The Lieutenant-Governor has much hope that the action taken by local officers under the primary school orders will result in our having Mahomedan scholars and teachers at a great many of the primary schools in the eastern districts. If this should be so, if a large proportion of the school boys are Mahomedans, the Lieutenant-Governor would expect that in course of time district officers may be able to nominate Mahomedans to a share of the Deputy and Sub-Inspectorships in Mahomedan districts. At present hardly a single member of the inspecting staff in Bengal is a Mahomedan.

14. In pursuance of the policy that Government funds cannot be set aside for special sects, the Lieutenant-Governor has not proposed to set apart any of the grant-in-aid fund, or of the scholarship fund, or of the primary school grant, exclusively for Mahomedan education. The funds now granted for Mahomedan purposes come exclusively from the Mohsin foundation and from the grant made in the last century to the Calcutta Madrissa. The Lieutenant-Governor hopes and anticipates that before long Mahomedans may get their fair share of the general scholarships and other educational advantages granted by Government to the Mahomedan districts. He was glad to notice in the last Educational Report that Mahomedans are said to be creeping up to the top of the zillah schools in Eastern Bengal; he has recently heard that the head student of the Hooghly College at the recent B.A. examination was a Mahomedan; and he has just seen that a Mahomedan boy came out first at the open examination for pathsala scholarships in the Pubna district.

15. As respects the kind of man required for the new Principalship of the Madrissa, the Lieutenant-Governor's views are expressed in the following extract:—

"His Honor would appoint as Principal of the Calcutta Madrissa and Superintendent of Madrissas in Bengal a European scholar on Rs. 1,000 per mensem, to be paid from the Mohsin Fund. To bring him into sympathy with the students, and enable him to direct their studies, he should be a Persian and Arabic scholar, but His Honor does not propose that the teaching of those languages should be in any degree his chief function. It is much more important that he should be able

to direct their education in European science and art, and to teach in the Calcutta Madrissa the most important branches. And most important of all, much more important than his being a mere oriental scholar, is that he should be a man fitted to lead, to influence, and to discipline youth—a man with the talent of a head master of a public school, and a temper fitted to deal with and attach to him the natives of India."

16. The Commissioners of Dacca, Rajshahye, and Chittagong will be requested to appoint at once committees consisting of the Magistrate, the District Engineer, two or three educated Mahomedans, and a representative of the local college or school, to propose a scheme for buying or building, close to the school or college, a Madrissa containing three or more school-rooms, accommodation for not less than thirty boarders, and a house for the resident Superintendent. The outside cost of the whole should not exceed Rs 25,000 for each Madrissa; the committee will best be able to decide what kind of buildings should be built or bought in each case. The Commissioners of these divisions may also take such steps as they may see fit, either by public meeting or otherwise, to interest the Mahomedan public in the movement.

By order of the Lieutenant-Governor of Bengal,

C. BERNARD,

Offg. Secy. to the Government of Bengal.

Dated Calcutta, the 31st July 1873.

RESOLUTION—By the Government of Bengal in the General (Education) Department.

READ—

This Government letter No. 145T, dated 2nd October 1872, calling for a revision of the Normal School establishments with a view of making Bengal Normal Schools places for training teachers for Primary Schools.

RESOLUTION.—The Director of Public Instruction has obtained full reports upon the existing normal schools in the several provinces of Bengal, and he has now submitted a scheme for giving effect to the views of Government. The Director's memorandum setting forth his plan is to the following effect:—

"In the budget for the year 1872-73, the grant for normal schools was—

		Rs.	Rs.
Higher Class Normal Schools—			
Masters	... ...	30,000	
Stipends	... ...	23,000	
Contingencies	... ...	7,000	
			60,000
Lower Class Normal Schools—			
Masters	... ...	59,000	
Stipends	... ...	38,000	
Contingencies	... ...	7,000	
			1,04,000
	Total ...	...	1,64,000

This total is exclusive of the assignment for grants-in-aid to private normal schools; these grants amount to about Rs. 20,000 per annum, much of which goes to aided training schools for native mistresses. The grant of Rs. 1,64,000 was reduced by Rs. 10,000 in the budget for the current year. This grant now gives us—

(1) four expensive normal schools, costing about Rs. 15,000 a year a piece;

(2) twenty-three less costly normal schools, costing on an average about Rs. 4,000 each.

"It is admitted, and the Lieutenant-Governor has ordered, that we should have a training school for primary schoolmasters in each district; and it would be desirable to have one normal school in each division to train, besides primary schoolmasters, teachers for middle-class vernacular schools and to give such teachers a good grounding in surveying and practical science. To each normal school must be attached a model school or pathsala to serve as a practising school for the pupil teachers. We are to give stipends in the first place to actual village teachers who may be induced to come to the normal schools for

professional training, and also to young men of the same class who wish to qualify themselves to be village teachers; and we may allot a certain number of stipends to students in the higher normal schools who are qualifying, and may engage to become teachers in middle class vernacular schools.

"It is quite clear that the full pathsala grant allotted to any school must be given to the substitute in charge of the pathsala, while its teacher it absent at a normal school. Such a teacher should be allowed a stipend not exceeding Rs. 7 a month (the amount to be fixed by the managers of each school) while he is at the normal school, and he might be allowed an additional rupee per mensem after the first three months, provided he passes a prescribed examination with credit. The stipends of normal school students who are not actual schoolmasters should not exceed Rs. 4 a month. Normal school stipends or scholarships (as distinct from schoolmaster's stipends) should be awarded, as at present, to the candidates of good character who do best at the annual examination for admission.

"No English should be taught in any Government normal school. The colleges and schools affiliated to the University give a sufficient supply of teachers for English schools.

"On this scheme we should have ten higher normal schools, one for each division, except Cooch Behar and Chota Nagpore; and one extra for Tirhoot and the Behar districts north of the Ganges. The sites of these schools would be—

Hooghly.	Patna.
Calcutta.	Tirhoot
Rampore Beauleah.	Bhaugulpore.
Dacca.	Cuttack.
Chittagong.	Gowhatty.

"The establishment of these higher normal schools might be—

	Annual cost.
	Rs.
Head-master* on salaries ranging from Rs. 100 to 300	21,000
Establishment and contingencies, Rs. 120 per mensem for each school ...	14,400
Stipends at Rs. 200 per mensem (one-half for primary school teachers and one-half for the middle vernacular school teachers, generally called pundits)	24,000
Total	59,400

* 1 on Rs. 300 a month.
1 „ 250 „
2 „ 200 „
4 „ 150 „
2 „ 100 „
10 in all.

"We might have second grade normal schools in the districts not provided with first grade (or aided) normal schools, and where the

population of the district exceeds a million. The sites of these second grade normal schools would be twenty-one, namely—

Burdwan.	Sylhet.
Midnapore.	Tipperah.
Nuddea.	Gya.
Jessore.	Shahabad.
Moorshedabad.	Sarun.
Dinagepore.	Chumparun.
Rungpore.	Monghyr.
Pubna.	Purneah.
Furreedpore.	Hazareebagh.
Backergunge.	Maunbhoom.
Mymensing.	

"The establishments might be—

	Rs.
Head-master, at	70
Second „ at	30
Stipends	120
Contingencies	20
Total ...	240
or for 21 districts ...	60,480 per annum.

"For the smaller districts where the population is less than a million, namely—

Bancoorah,	Pooree,
Beerbhoom,	Balasore,
Maldah,	Singbhoom,
Bograh,	Goalparah,
Julpigoree,	Nowgong,
Cachar,	Seebsaugor,
Noakhally,	Luckimpore,

there might be a third grade normal school, with an establishment of—

	Rs.
Head-master, on	50
Second „ on	20
Stipends	80
Contingencies	15
Total ...	165
or for 14 districts ...	27,720 per annum.

There would remain eight districts which either have aided normal schools or do not require normal schools at all. If additional help be required to enable aided normal schools to supply the full number of primary schoolmasters, perhaps such additional help could be given. The districts so circumstanced are—

Darjeeling.	Durrung.
Chittagong Hill Tracts.	Naga Hills.
Sonthal Pergunnahs.	Khasi Hills.
Lohardugga.	Garo Hills.

"The total cost of the scheme would be—

	Rs.
10 first grade normal schools	59,400
21 second ditto ditto	60,480
14 third ditto ditto	27,720
Total ...	1,47,600

The practising schools, the Calcutta pathsala, and the other model schools attached to normal schools, are not included in the above estimate, because the cost of such schools may, as is now the case, be legitimately met from the grant for vernacular or for primary schools."

2. The Lieutenant-Governor is much obliged to the Director for having prepared this scheme, which Sir George Campbell had the opportunity of discussing verbally with the Director, the Inspector of schools, Presidency Circle, and with the Commissioner of Patna. The Patna normal school is the only institution of its kind where English is now taught in Bengal, and where normal school pupils are learning the ordinary University course. The Inspector of Schools, Behar Circle, strongly recommends that the English teaching at normal schools be extended. The Lieutenant-Governor, however, accepts the general principle advocated by the Director that English should not be taught at our normal schools, and to this rule there should be no exception. The language taught at the normal schools should be the vernacular only, namely—

Bengali in	Bengal.
Hindi in	Behar.
Oorya in	Orissa.
Assamese in...	Assam.

The Lieutenant-Governor would on no account diminish facilities for learning English in Behar, where Anglo-Vernacular schools are comparatively few. He would be ready to sanction a cheap English school to take the place of the present English classes at the normal school, if the Commissioner finds such a school is desirable, or to use some of the money saved for additional English scholarships, if that is found desirable, after exhausting the scholarships already assigned.

3. The Lieutenant-Governor learns from Messrs. Atkinson and Woodrow that the reduction of the stipend grant to Rs. 200 a month at each of the first grade normal schools might cause difficulty; and that if money can be spared, it would be desirable to allow Rs. 300 for stipends at the larger schools. This modification of the Director's scheme is accordingly sanctioned. The Lieutenant-Governor approves of the plan whereby higher stipends are to be given to men who are actually schoolmasters, than to mere students who are qualifying with the view of becoming schoolmasters some day. But he considers that the maximum stipend for such pupils (gurus who are actually teachers

of primary schools) should be Rs 5, until they pass an examination after three months' normal school instruction The maximum stipend for other students may be Rs. 4 a month as the Director proposes. It will be necessary for the Director to prescribe tests, so that any normal student who passes these tests at the half-yearly examination should be entitled to a certificate either as—

1st grade vernacular schoolmaster
2nd ditto ditto.
1st grade primary schoolmaster.
2nd ditto ditto.

When this system of tests and certificate shall have been firmly established, district committees would probably arrange to give a slightly higher grant to schools or pathsalas which employed the higher grades of certificated masters. It might hereafter be arranged that the higher stipends should be given only to those students who, having gained a second grade certificate, elected to stay on and study for a first grade certificate.

4. The only modifications which the Lieutenant-Governor deems it necessary to make in the proposed distribution and establishments of the normal schools are as follows:—

(*a*) He would not have a first grade normal school in Tirhoot, where at present there are but few middle class schools. Recognizing, however, the very large requirements of the district of Tirhoot, with its 4¼ millions of souls, and its 500 Government primary schools, he would have besides a second grade normal school at Mozufferpore, a third grade normal school at Durbhangah.

(*b*) As there will thus be only mine first class normal schools, one of the head masterships on Rs. 200 may be struck out. The Lieutenant-Governor would not have agreed to head masterships on Rs 300 or 250 if we were now considering an entirely new scheme. But as there are already normal school masterships on Rs. 300 and 250 filled by very competent men, he will allow these grades of masterships to stand for the present, the case to be considered when a vacancy occurs in either of those appointments.

(*c*) As the Director and Mr Woodrow consider that a second normal class at Baraset for the requirements of the 24-Pergunnahs will be greatly required, the Lieutenant-Governor agrees to a third class normal school being established there.

It must be thoroughly understood that fully half of the stipends at first class normal schools are to be allotted to gurus and to students who engage to take up primary school masterships *All* the stipends at second and third class normal schools must be allotted to gurus and

boys who are qualifying for, and engage to, become primary schoolmasters. The normal schools will be under the control of the district school committees, just as other schools in the district. The ordinary rules in regard to the appointment of masters will hold good. The rate of stipends assignable to the several classes of normal students must be reported to, and will be subject to the approval of, the Director. As soon as the Director shall have settled the tests and rules subject to which certificates may be issued from normal schools, further instructions will be issued on this point.

5. The cost of the normal schools as now sanctioned will be—

	Rs.	Rs.
Nine First Grade Normal Schools—		
Head-master on salaries from Rs 100 to 300, cost per annum ..	18,600	
Establishment and contingencies, at Rs. 120 a month ..	12,960	
Stipend grant, at Rs. 300 a month	32,400	
		63,960
Twenty-two Second Grade Normal Schools—		
Head-master	70	
Second „	30	
Stipend grant	120	
Contingencies	20	
Total ...	240	
Or for twenty-two schools per annum ...		63,360
Fifteen Third Class Normal Schools—		
Head-master	50	
Second „	20	
Stipend grant	80	
Contingencies	15	
Total ...	165	
Or for fifteen schools per annum ...		29,700
GRAND TOTAL ...		1,57,020

There will remain from the full grant of 1872-73 a sum of about Rs. 7,000 to meet charges for house-rent; these charges are now very considerable at Calcutta, Dacca, and some other places. For new normal schools at places where there is now no accommodation, the Lieutenant-Governor will be ready to consider proposals for building cheap schoolhouses of the native style. But in no case could he sanction more than Rs. 1,000 for a second or third, or Rs. 3,000 for a first grade normal school. The grant, whatever it might be, would have to cover all charges for school furniture.

6. There remains the question whether, as proposed by the Commissioner of Patna in this Primary School Report, training classes for pathsala schoolmasters should be established at the head-quarters of some of the larger sub-divisions, wherein primary schools may be very numerous. The Lieutenant-Governor does not think that it will be necessary to have more than one normal school in each district (save the 24-Pergunnahs and Tirhoot) as a permanent arrangement ; but he will be ready to sanction as a special case, and during the year 1873-74 only, small sums not exceeding Rs. 300 in all for any one district to pay for special guru-training classes at the head quarters of large sub-divisions, and he will not disturb the arrangements which the Commissioner of Patna has already made.

7. Special attention must be called to the orders contained in paragraph 2, strictly confining the teaching in all normal schools to the proper vernacular. In Behar especially the Commissioner must see that in the Patna and all other normal schools the Hindi character only is used, Nagri for print and Kaithee for writing, in accordance with the orders on the same subject issued for administrative purposes. In Assam and Orissa Bengali must be strictly excluded from normal schools.

By order of the Lieutenant-Governor of Bengal,

C. BERNARD,

Offg. Secy. to the Govt. of Bengal.